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ABSTRACT

This teacher's manual presents a course outline for the first semester (270 hours) of a four-semester course in beauty culture. The syllabus is divided into six sections and includes the following areas of instruction: shop, school, and the cosmetologist; sterilization practices in the beauty salon; scalp and hair applications and shampooing; hair styling; manicuring; and hairpressing and iron curling. Each of these major divisions consists of two or more unit plans which cover objectives, lesson sequence and lesson plans, teacher preparation, teaching tips, student activities, and evaluation procedures. The remainder of the manual includes a suggested weekly plan book, 39 handout sheets, 17 tests with answer sheets, 107 transparency masters, and a suggested evaluation and record system. (Author/BM)

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State of New Jersey
Department of Education
Division of Vocational Education

BEAUTY CULTURE I

Teachers Guide

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U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Foreword

This manual is a course outline for the first semester (270 hours) of a four-semester course in beauty culture.

The book is intended to be a complete guide for the teacher. All lessons are outlined in detail, including the advance preparation needed. Teaching tips are included in many instances, and space for the teacher's own tips in other instances. Student activities are also outlined and include quizzes.

The latter sections of the book include a suggested weekly plan book, combining theory lessons, lab practice, and tests. Thirty-nine handout sheets are included, 107 transparency masters, and 17 tests, plus copies of the tests with answers filled in.

More detailed information about the content of this manual will be found on page 6, Introduction to the Course.

The authors would like to express their appreciation to the Commercial Art Department of the Union County Vocational Center for permitting its students to make the transparency masters and the cover to this book.

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Beauty Culture Course

ABSTRACT

INTRODUCTION

Beauty Culture is a 1080-hour program divided into four 270-hour semesters. The program is normally conducted on a 3-hour-per-day, 5-day-per-week, 180-day-per-year basis. It is offered in a self-contained shop with all subjects taught as related to the core.

OBJECTIVES

At the conclusion of this course the student will:

1. Be prepared to pass the New Jersey State Board of Beauty Culture Control examination and obtain an operator's license.

2. Be able to demonstrate the knowledge and essential skills needed to succeed and progress in the field of Beauty Culture. She will also possess the skills necessary to remain technically flexible in a field of constantly changing fashion trends.

3. Demonstrate the personal characteristics necessary to be successful in this public-service business.

JOB DESCRIPTION

A cosmetologist is also known as beautician, beauty culturist, beauty operator, and cosmetician. Her D.O.T. classification number is 332.272.

A cosmetologist provides beauty services for customers. Suggests coiffures according to physical features of patron and current styles, or determines coiffures from instructions of patron. Styles hair by cutting, trimming, and tapering, using clippers, scissors, and razors. Shampoos hair and scalp with water, liquid soap, dry powder, or egg, and rinses hair with vinegar, water, lemon, or prepared rinses. Applies water or wave solutions to hair and winds hair around rollers, or pin-curls and finger-waves hair. Applies bleach, dye, or tint, using hands or cotton pads, to color customer's hair, first applying solution to portion of customer's skin to determine if customer is allergic to solution. Suggests cosmetics for special conditions, such as dry or oily skin. Applies lotions and creams to customer's face and neck to soften skin and lubricate tissues. Massages scalp and gives other hair- and scalp-conditioning treatments for hygenic or remedial purposes (scalp-treatment operator). Performs other beauty services, such as massaging face or neck, shaping or coloring eyebrows or eyelashes, removing unwanted hair, applying solutions that straighten hair and retain curls or waves in hair, and waving or curling hair. Cleans, shapes, and polishes fingernails and toenails (manicurist). May be designated according to beauty service provided, as Facial Operator, Finger Waver, Hair Tinter, Marceller, Permanent Waver, and Shampooer.

An individual entering beauty culture should have the ability to understand, learn, and apply various techniques of cosmetology; a creative flair for adapting styles to suit individual customers; the ability to relate to people at all levels; the ability to perceive slight differences in color and in forms; eye-hand coordination; finger-dexterity; and the physical stamina to be capable of standing for a long period of time.

Beauty Culture I

ABSTRACT

INTRODUCTION

Beauty Culture I or B.C.-I is the first semester of the Beauty Culture program. The semester covers 90 days or 270 hours. It is the first semester of a four-semester course.

OBJECTIVES

At the conclusion of Beauty Culture I, the student will be able to demonstrate a knowledge of:

1. The rules and regulation of the school and Beauty Culture Department, and a willingness to abide by them.
2. The various factors that contribute to personal success in beauty culture.
3. The functions and relationships between cells, tissues, organs, and systems of the body, as well as bacteriology and sterilization.
4. The components and functions of the following systems of the body: skeletal, muscular, nervous, vascular, endocrine, excretory, respiratory, and digestive.
5. The various supplies needed to operate a successful beauty salon.
6. The various types of harmful organisms and their reproduction and growth.
7. The various methods of sterilization in the beauty salon and proper use of each.
8. The different shampoos used in the salon and the reasons for their use.
9. The anatomy and physiology of the skin and its disorders and diseases.
10. The anatomy and physiology of the scalp, neck, and back.
11. The diseases and disorders of the scalp.
12. The histology of hair.
13. The chemical properties of hair and scalp products.
14. The nomenclature of hairstyling.

15. The structure and parts of the nail.
16. Nail irregularities and diseases.
17. The bones, nerves, and muscles of the arm and hand.
18. The blood supply of the arm and hand.

SKILLS TO BE DEVELOPED

At the conclusion of Beauty Culture I, the student will also be able to demonstrate with some proficiency:

1. The professional method of shampooing a patron for the various services given in a salon.
2. The proper methods of testing hair for porosity, elasticity, and texture.
3. Setting of clockwise and counterclockwise curls.
4. Forming a fingerwave on the back of the head, as well as a whole head with a side part.
5. Winding and setting maypole curls.
6. Winding and setting regular pincurls.
7. Sculpture curls.
8. Setting the hair, combining the use of pincurls and fingerwaves.
9. The proper use of the hairpin, the bobby pin, and the clip.
10. The proper use of rollers.
11. Setting cascade curls.
12. The technique for giving a professional manicure.
13. Performing a soft and hard hair-press, observing all safety precautions.
14. Iron-curling the hair, to be combed out into specific styles.

CONTENT

This course is core-oriented, with major emphasis on the development of manipulative skills, such as finger waving, pincurling, manicuring, etc. Beauty Culture theory provides the understanding behind these skills. Anatomy, biology, and applied chemistry and mathematics are incorporated into the general theory of beauty culture.

Beauty Culture I

TOPICAL OUTLINE AND SUGGESTED HOURS

		No. of Lessons	No. of Hours	
Section 1.	The Shop and the Cosmetologist			59
Unit 1.1	Professional Projection	5	37	
Unit 1.2	Hygiene and Good Grooming	3	4	
Unit 1.3	Anatomy and Physiology	11	15	
Unit 1.4	The Beauty Salon or School	1	3	
Section 2.	Sterilization Practices in the Beauty Salon			16
Unit 2.1	Bacteriology	3	4	
Unit 2.2	Sterilization	6	12	
Section 3.	Scalp and Hair Applications and Shampooing			29
Unit 3.1	Shampooing	4	10	
Unit 3.2	The Skin	8	10	
Unit 3.3	The Scalp	3	4	
Unit 3.4	The Hair	3	3	
Unit 3.5	Chemistry	2	2	
Section 4.	Hairstyling			93
Unit 4.1	Introduction to Hairstyling	3	7	
Unit 4.2	Fingerwaving	5	17	
Unit 4.3	Maypole Curl	3	9	
Unit 4.4	Pin Curl	4	11	
Unit 4.5	Sculpture Curl	9	24	
Unit 4.6	Roller Curl	5	20	
Unit 4.7	Cascade Curl	1	5	
Section 5.	Manicuring			46
Unit 5.1	The Nail	3	4	
Unit 5.2	Bones and Nerves of the Arm and Hand	2	2	
Unit 5.3	Muscles of the Hand, Arm and Shoulders	1	1	
Unit 5.4	Blood Supply of the Arm and Hand	1	2	
Unit 5.5	The Plain Manicure	6	37	
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Unit 6.1	Introduction to Hair Pressing and Iron Curling	2	2	
Unit 6.2	Hair Pressing	3	6	
Unit 6.3	Iron Curling	8	19	
			Total hours	270

METHODOLOGY

The course is taught entirely by core-instructors. Skill is taught first through practice on human-hair manikins. When manikin practice shows enough proficiency, then individual students progress to practicing on each other.

Theory is taught for approximately 30-40 minutes daily, just preceding the lab session, either by lecture, explanation of job procedure sheets, or visual aids. The time alloted for theory may also be used for testing, evaluation, or quizzes. During these sessions, individual questions and discussion are encouraged. A demonstration of a new skill may be taught by the instructor. One of the philosophies in Beauty Culture is that learning is best achieved by doing.

In the 104 lesson plans included in this volume, the amount of time suggested for each lesson is given. For example, (1-0) means 1 hour of theory and no laboratory work. The section Weekly Plan Book, beginning on page 246, gives a suggested plan for combining the various theory and laboratory lessons in such a way as to incorporate more difficult, theoretical studies along with the more stimulating laboratory work.

TEACHING AIDS

The Beauty Culture Program uses all types of teaching aids, such as visual aids, film strips, records, transparencies, hair-styling posters, hand-out sheets, field trips, guest lecturers and demonstrators, and research papers.

Copies of the handout sheets (H.O.S.) and transparencies are included in this volume, numbered according to the lesson plan in which they are to be used (see next page).

The *Human Physiology Series* filmstrips referred to in Unit 1.3, Anatomy and Physiology, are made by the Denoyer-Geppert Company. They may be obtained from the Society for Visual Education, Inc., Chicago. The filmstrips come with printed explanation. The teacher would be expected to point out those areas most important to the cosmetologist.

TEXTS

1. *Standard Textbook of Cosmetology*, Constance V. Kibbs, Milady Publishing Co., 1972 edition

2. *Beauty Culture Workbook*, Milady Publishing Co.

REFERENCES

1. *Van Deans Manual*, Milady Publishing Co., 1967

2. *Principles and Practices of Beauty Culture*, Florence Wall, Milady Publishing Co.

3. *Lectures in Hair Structures and Chemistry for Cosmetology Teachers*, A. H. Powitt

4. *Guide to Beauty, Charm and Poise*, Ruth Tolman, Milady Publishing Co.

5. *Cosmetology, the Keystone Guide to Beauty Culture*, Anthony B. Colletti, Keystone Publishing Co., 1970

HANDOUT SHEETS (H.O.S.)

These are numbered according to the unit plan in which they are used.

(a) Job Procedures
(b) Operation Sheets
(c) Student Forms
(d) Diagrams
(e) Safety Precautions

FIELD TRIPS

Field trips will be made to those areas which will provide a meaningful learning experience for the student. Trips have been made, in the past, to:

(a) National Beauty Show, New York City
(b) Odell's Carnival of Beauty

GUEST LECTURERS

(a) Hair Stylists
(b) Demonstrator from Revlon (manicuring)

TEACHER PREPARATION

The teacher will prepare all relevent instructional materials prior to the presentation of each lesson. This would include: assembling lecture notes, preparing tools and manikins, preparing necessary handout materials, and securing films or overhead projectuals as well as appropiate projection equipment. The specific tasks and preparations will be noted in the appropriate lesson plans.

STUDENT ACTIVITIES

1. *Study textbook*

   Students are required to read assigned chapters prior to presentation in class, to acquire some background knowledge of the subjects.

   Students are required to review the questions and the answers at the end of the chapters after subject is covered in class.

2. *Complete workbook assignments*

   Students are required to fill in the blanks, using information gleaned from the textbook.

Students are required to demonstrate understanding of the meanings and usage of all words in the word reviews in the workbook.

3. *Note-taking*

Students are expected to take notes at all lectures.

4. *Manikin assignments*

Most lab work in Beauty Culture, excepting manicuring, is done on manikins before being performed on a patron. All assigned jobs must be completed, approved for quality by an instructor, and checked on the student's progress chart before the student may progress to the next lab assignment. These assignments are specific operations.

5. *Semester report*

Each student is required to submit a semester report on a subject of her own choosing within the Beauty Culture curriculum. The topic requires approval of the instructor.

6. *Shop maintenance*

Students are expected, after the completion of each job operation, to clean up the area they have worked at and return all borrowed equipment. The last 20 minutes of each three-hour session are used for cleaning and rearranging the shop for the following session. By learning this system of shop maintenance, students become more useful to any future employer.

EVALUATION

Students will be evaluated through both written and performance tests. Performance evaluations will be gaged to reflect the student's ability, in the opinion of the instructor, to perform her tasks with a degree of skill acceptable to the Beauty Culture industry. The criterion for success will be based upon the objectives stated at the beginning of this course abstract.

Suggested written tests on all areas are included in this manual, in two forms. One copy of each is the test in a form that can be reproduced for the students; the other copy includes answers.

Beauty Culture I

SAMPLE UNIT PLAN

Section 5. Manicuring
Unit 5.5 The Plain Manicure

OBJECTIVES -- At the conclusion of this unit the student will:

1. Give a plain manicure, efficently and quickly, in a most professional manner.
2. Identify manicuring chemicals and what they are intended to do.

LESSON SEQUENCE

5.5.1	Introduction to Manicuring
5.5.2	Removing Polish and Filing Nails
5.5.3	Care of the Cuticle
5.5.4	Polishing the Nails, and Care of Nail Polish
5.5.5	Manicure Procedure
5.5.6	Chemistry of Manicuring Products

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

SAMPLE LESSON PLAN

Section 5. Manicuring
Unit 5.5 The Plain Manicure
Lesson 5.5.5 Manicure Procedure (3-0)

Objective -- At the conclusion of this lesson, the student will:

Give the most professional manicure in a minimum of time.

Method

1. Lecture -- Discussion

   Discuss H.O.S. 1-5.5.5 -- Job Procedure-Plain Manicure

2. Illustration -- Transparencies

   Use manicure transparencies from previous lessons as review.

3. Demonstration

   Teacher should give a student a complete manicure, following the procedure set down.

Teacher Preparation

Gather items necessary to give demonstration, such as manicuring table, setup, towels, manicuring implements, cotton.

Teaching Tips

Procedure should be stressed here, because once a procedure is familiar, speed and confidence follow.

Student Activity

1. Preparation
   a. Review past lessons on parts of the manicure.
   b. Gather items necessary for a plain manicure.

2. Performance
   Students should give a manicure to their partners. This naturally is not required of male students.

3. Assignment

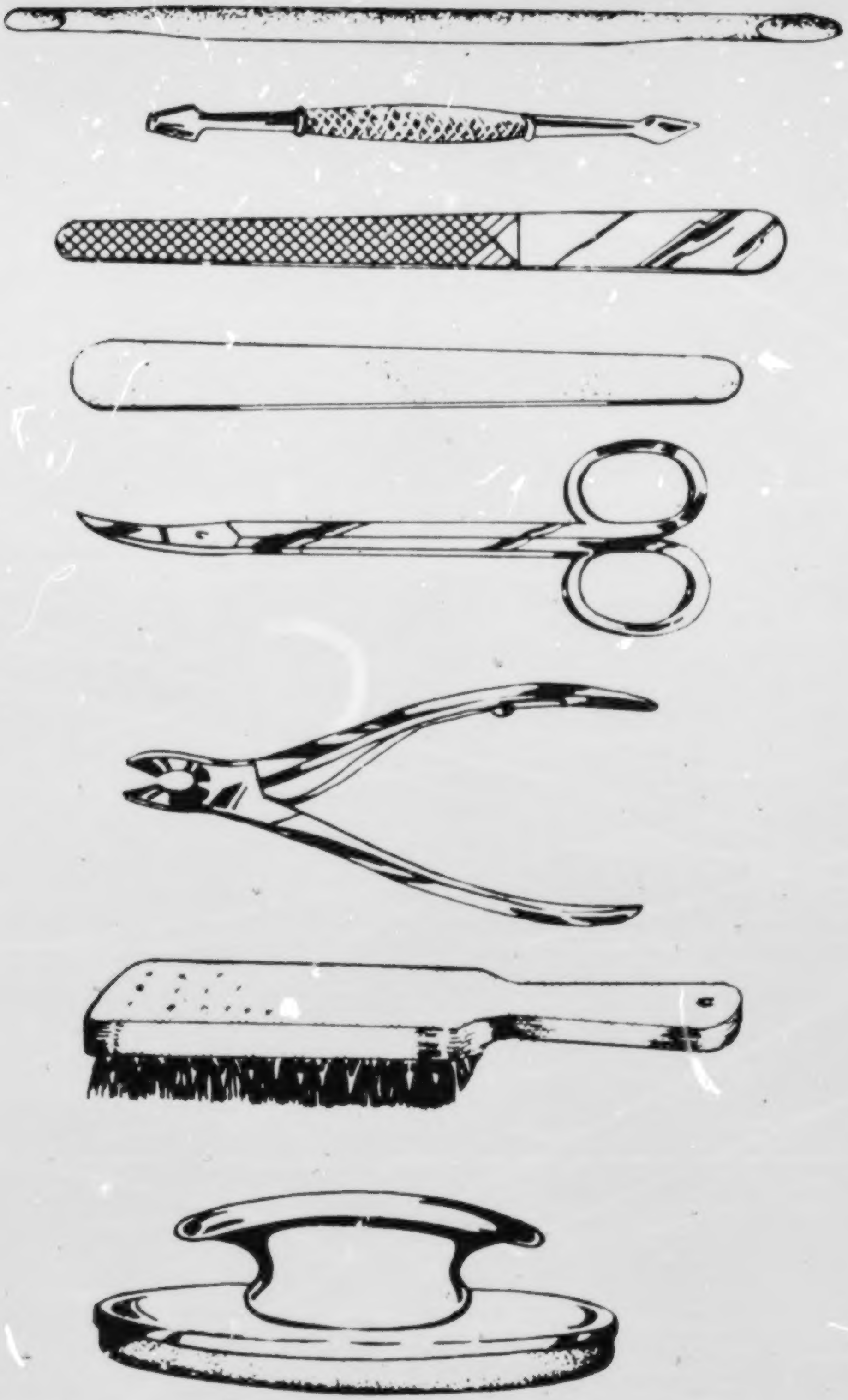
Find a member of the family and give her a manicure, following the professional method.

4. Evaluation

a. Evaluation is done by observation of performance, both during and after the manicure.

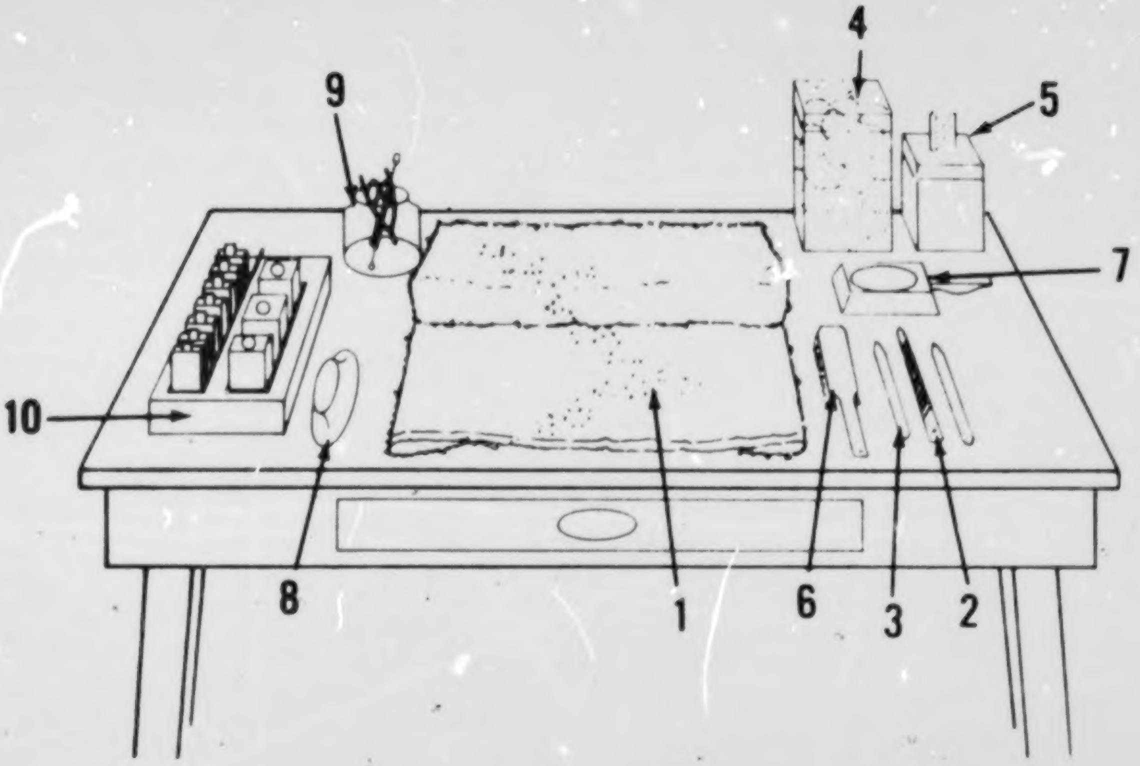
b. After lesson I-5.5.6, test I-5.5.6 should evaluate knowledge of this subject.

MANICURING IMPLEMENTS



TRANSPARENCY I-5.5.1.a

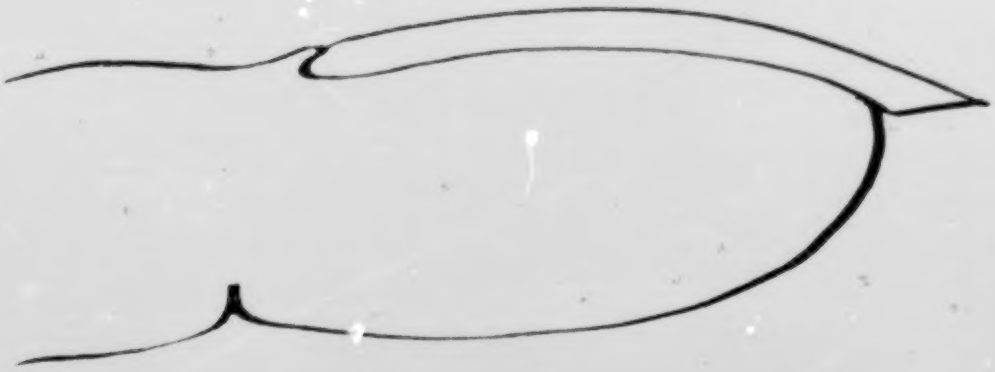
THE MANICURING TABLE



1. TOWEL-WRAPPED PILLOW
2. STEEL FILE
3. EMERY BOARD
4. COTTON CONTAINER
5. ALCOHOL
6. NYLON OR STIFF-BRISTLE BRUSH
7. FINGER BATH
8. BUFFER
9. WET SANITIZER CONTAINING MANICURE IMPLEMENTS
10. TRAY WITH NAIL COSMETICS

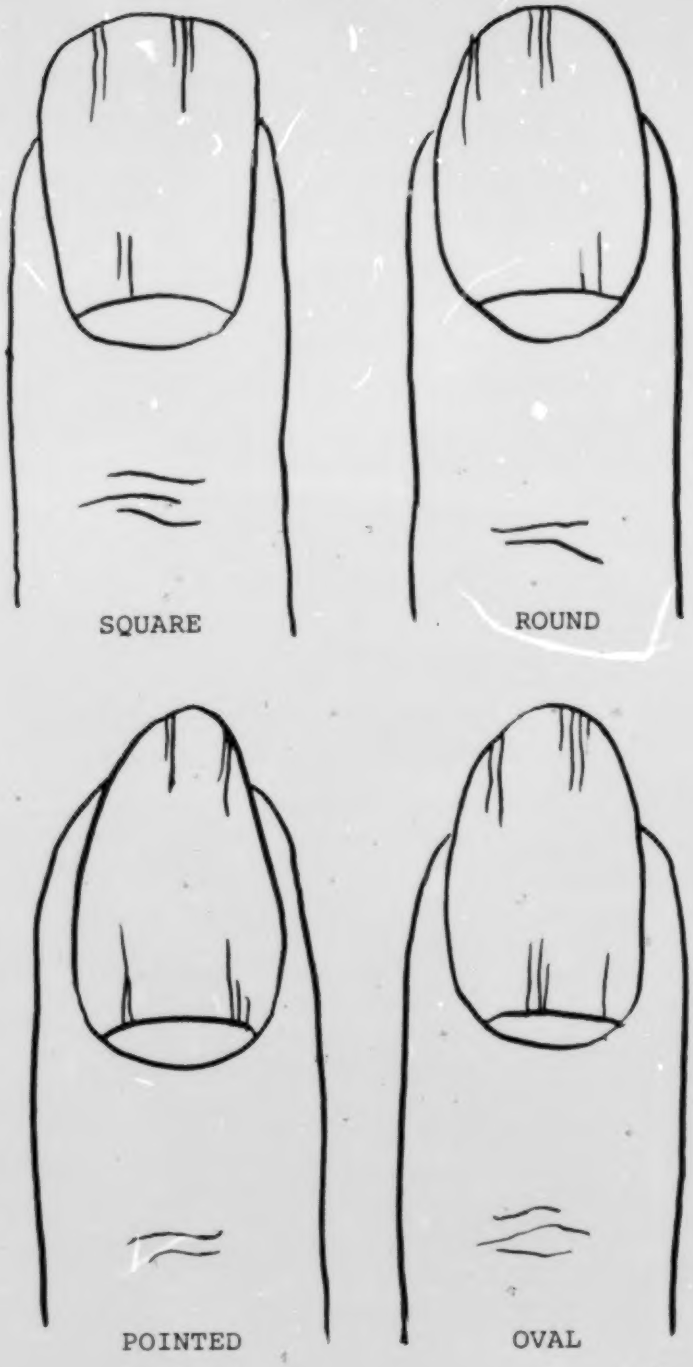
TRANSPARENCY I-5.5.1.b

THE BEVELED NAIL



TRANSPARENCY I 5.5.2.a

SHAPES OF NAILS



SQUARE

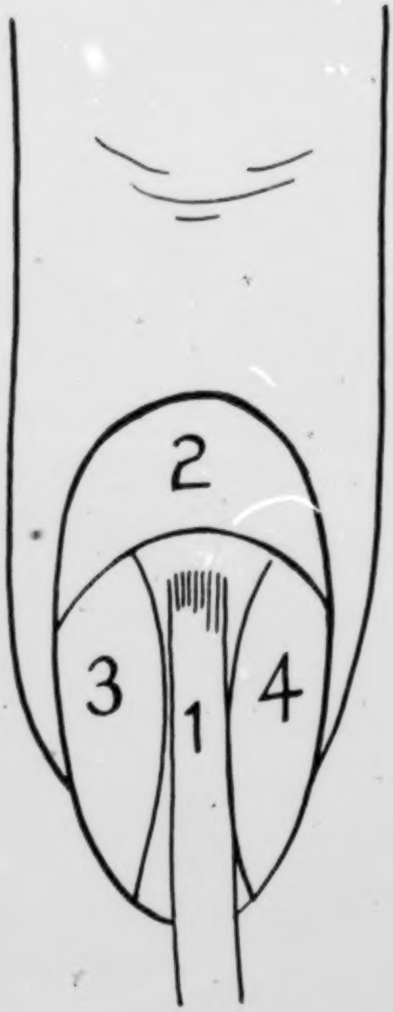
ROUND

POINTED

OVAL

TRANSPARENCY I-5.5.2.b

HOW TO POLISH THE NAILS



TRANSPARENCY I.5.5.4

SAMPLE HANDOUT SHEET

Job Procedure

PLAIN MANICURE

Aim: To acquire the skill to give a professional manicure in a minimum of time.

Preparation

Patron: Seat patron comfortably at a prepared manicuring table.

Supplies:

1. Table pad and towel
2. Polish tray with remover and cuticle remover
3. Manicuring sterilizer
4. Emery board
5. Cotton
6. Manicuring brush
7. Pusher
8. Nipper
9. Orangewood stick
10. Small disposal bag at end of table

Procedure

1. Remove polish from patron's left hand.
2. Remove polish from patron's right hand.
3. Shape nails on left hand.
4. Place left hand in soap bath.
5. Shape nails on right hand.
6. Dry left hand.
7. a. Apply cuticle remover.
   b. Loosen cuticle with pusher.
   c. Wash fingers with brush (over bowl) (moving bowl to patron's right side).
8. Place patron's right hand in soap bath.
9. Cut cuticle, if necessary, on left hand.
10. Dry her right hand.
11. a. Apply cuticle remover.
    b. Loosen cuticle with the pusher.
    c. Wash fingers with the brush (over bowl) (moving the bowl back to the patron's left side).
12. Cut cuticle, if necessary, on right hand.
13. Proceed to polish.

SAMPLE TEST
TEST I-5.5.6

MANICURING

Name____ Date__________________

Use some of these words to fill in the blank spaces below:

- nail file
- acetone
- formaldehyde
- pumice
- emery board
- cuticle cream
- buffer
- alcohol
- solvent
- enamels
- chlorine
- nipper
- manicuring
- cold cream
- quats
- hydrogen peroxide
- finger bowl
- facial tissues
- tweezers
- pusher
- nail strengtheners
- base coat
- sealer
- cotton

1. ________________is the care of the hands and nails.

2. The container for soapy water used to soak the fingers is called a __________ ____________.

3. The metal implement used to shape the free edge is called a________________.

4. The object used to smooth the free edge is an____________________.

5. A________________is used to polish the nails when nail enamel is not used.

6. ________________may be used to pick up loose pieces of cuticle if necessary.

7. A ________________is used to loosen the cuticle before nipping.

8. Nail polish remover contains______________.

9. ____________________is used in manicuring to prevent or correct brittle nails and dry cuticles.

10. Products designed to prevent the nails from splitting or peeling, and which are used directly on the nails before polishing are called________________ ____________________.

11. The powder or solid used as an abrasive to smooth nails and loosen dead skin is called__________________.

12. 70%________________is used on cotton to sterilize metal manicuring implements.

13. A________________solution is often used in the small manicuring sterilizer used on the manicuring table.

14. Nail________________are used to color the nails.

15. Nail bleaches contain________________________.

16. A________________is used to thin polish that has thickened.

17. A________________should be applied over the nail polish.

18. A____________________should be applied before nail enamel to help the polish adhere and keep the nail from discoloring.

19. Most operators now use the nail________________to cut cuticle rather than scissors.

20. ____________should be placed on the bottom of the table sterilizer in order to prevent implements from chipping.

Underline the correct answer:

21. Manicuring implements should be sanitized:

    a. once a day
    b. after each use
    c. every week
    d. twice a week

22. Before using manicuring implements, they should be:

    a. wiped with a tissue
    b. wiped with a towel
    c. cleansed and sanitized
    d. cleaned in warm water

23. If a slight cut occurs while giving a manicure, apply:

    a. an antiseptic
    b. styptic pencil
    c. pumice stone
    d. Lysol

24. In shaping the fingernail, the nail is filed from:

    a. corner to center
    b. straight across
    c. center to corner
    d. corner to corner

25. The best time to apply nail polish is:

    a. over the top coat
    b. over the base coat
    c. over the sealer
    d. under the base coat

26. Nails are protected from chipping by a:

    a. nail enamel
    b. top coat
    c. base coat
    d. powdered alum

27. Dead cuticle is removed with a:

    a. cuticle nipper
    b. soap bath
    c. solvent
    d. liquid alum

28. The cuticle is softened with a:

    a. sealer
    b. base
    c. liquid alum
    d. soap bath

29. Pumice powder may be used to:

    a. remove nail polish
    b. soften cuticle
    c. soften nails
    d. smooth ridges

30. An adhesive base for liquid nail polish is a:

    a. solvent
    b. sealer
    c. base coat
    d. top coat

31. Nails should be manicured about once every:

    a. two weeks
    b. month
    c. three weeks
    d. week

32. While giving a manicure, instruments should be kept in a:

    a. manicuring jar
    b. alcohol jar sanitizer
    c. finger bowl
    d. manicurist's pocket

33. Emery boards are used to shape the:

    a. sides of the nails
    b. lunula
    c. free edge of nails
    d. cuticles

34. The only living part of the nail is:

    a. free-edge
    b. lunula
    c. nail body
    d. root

35. Minor bleeding in manicuring is stopped with:

    a. alcohol
    b. disinfectant
    c. powdered alum
    d. sealer

36. The patron's hands are kept well groomed by:

    a. regular manicuring
    b. regular pedicure
    c. hand massage
    d. muscle toning

37. The shape of the nails should conform to the:

    a. hands
    b. cuticle
    c. skin texture
    d. shape of the face

38. Brittle nails and dry cuticles are treated with:

    a. an oil manicure
    b. a top sealer
    c. a regular manicure
    d. a machine manicure

39. To determine shape and length of fingernails, the manicurist is governed by the:

    a. color of skin
    b. color of nail
    c. length of the arm
    d. shape of the fingers

40. Add to the water in the finger bowl a few drops of:

    a. cuticle softener
    b. nail bleach
    c. cuticle oil
    d. liquid soap

41. Nail-mend paper may be used to:

    a. soften cuticle
    b. repair split nails
    c. remove nail polish
    d. cure infections

42. To help prevent dry skin around the nails, apply:

    a. cuticle cream
    b. nail polish remover
    c. alcohol
    d. an antiseptic

True or false:

43.____________Nails grow more rapidly in children than in adults.

44.____________Injury to the free edge causes a deformed nail.

45.____________The nail is an appendage of the skin.

46.____________Keratin is the main chemical component of the nail.

47.____________Onyx is the technical name for the nail.

48.____________The nail starts to grow at the lunula.

49.____________The extension of excess cuticle at the base of the nail is called the eponychium.

50.____________The lunula is the visible half-moon at the base of the nail.

Beauty Culture I

SYLLABUS

		No. of Lessons	No. of Hours	
Section 1.	The Shop and the Cosmetologist			59
Unit 1.1	Professional Projection	5	37	
Unit 1.2	Hygiene and Good Grooming	3	4	
Unit 1.3	Anatomy and Physiology	11	15	
Unit 1.4	The Beauty Salon or School	1	3	
Section 2.	Sterilization Practices in the Beauty Salon			16
Unit 2.1	Bacteriology	3	4	
Unit 2.2	Sterilization	6	12	
Section 3.	Scalp and Hair Applications and Shampooing			29
Unit 3.1	Shampooing	4	10	
Unit 3.2	The Skin	8	10	
Unit 3.3	The Scalp	3	4	
Unit 3.4	The Hair	3	3	
Unit 3.5	Chemistry	2	2	
Section 4.	Hairstyling			93
Unit 4.1	Introduction to Hairstyling	3	7	
Unit 4.2	Fingerwaving	5	17	
Unit 4.3	Maypole Curl	3	9	
Unit 4.4	Pin Curl	4	11	
Unit 4.5	Sculpture Curl	9	24	
Unit 4.6	Roller Curl	5	20	
Unit 4.7	Cascade Curl	1	5	
Section 5.	Manicuring			46
Unit 5.1	The Nail	3	4	
Unit 5.2	Bones and Nerves of the Arm and Hand	2	2	
Unit 5.3	Muscles of the Hand, Arm and Shoulders	1	1	
Unit 5.4	Blood Supply of the Arm and Hand	1	2	
Unit 5.5	The Plain Manicure	6	37	
Section 6.	Hair Pressing and Iron Curling			27
Unit 6.1	Introduction to Hair Pressing and Iron Curling	2	2	
Unit 6.2	Hair Pressing	3	6	
Unit 6.3	Iron Curling	8	19	
		Total hours		270

OUTLINE OF LESSON PLANS

Section 1. The Shop, the School and the Cosmetologist

Unit 1.1 Professional Projection

- 1.1.1 School and Department Orientation
- 1.1.2 Student and Shop Organization
- 1.1.3 Personal and Professional Ethics in the School and the Salon
- 1.1.4 Professional Ethics
- 1.1.5 Professional Improvement

Unit 1.2 Hygiene and Good Grooming

- 1.2.1 Hygiene
- 1.2.2 Good Grooming
- 1.2.3 Visual Poise

Unit 1.3 Anatomy and Physiology

- 1.3.1 Structure of the Body
- 1.3.2 Introduction to the Skeletal System
- 1.3.3 Introduction to the Muscular System
- 1.3.4 Introduction to the Nervous System
- 1.3.5 Introduction to the Vascular System
- 1.3.6 The Heart, Blood, and Lymph
- 1.3.7 Other Organs of the Circulatory System
- 1.3.8 The Endocrine System
- 1.3.9 The Excretory System
- 1.3.10 The Respiratory System
- 1.3.11 The Digestive System

Unit 1.4 The Beauty Salon or School

- 1.4.1 Knowledge of Supplies and General Shop Maintenance

Section 2. Sterilization Practices in the Beauty Salon

Unit 2.1 Bacteriology

- 2.1.1 Introduction to the Study of Bacteriology
- 2.1.2 Bacterial Growth and Infections
- 2.1.3 Infection, Infectious Agents, and Immunity

Unit 2.2 Sterilization

- 2.2.1 Introduction to Sterilization
- 2.2.2 Quaternary Ammonium Compounds and Their Use
- 2.2.3 Sanitation
- 2.2.4 Chemicals for Sterilization
- 2.2.5 How to Sterilize Manicure Implements
- 2.2.6 Sterilization with Chemical Solutions

Section 3. Scalp and Hair Applications and Shampooing

Unit 3.1 Shampooing

- 3.1.1 Patron Preparation and Preparatory Brushing
- 3.1.2 The Plain Shampoo
- 3.1.3 Hot Oil Shampoo
- 3.1.4 Shampoo for Oily Hair

Unit 3.2 The Skin

- 3.2.1 Introduction to Dermatology
- 3.2.2 Histology of Skin
- 3.2.3 Functions of the Skin
- 3.2.4 Numenclature of the Diseases and Disorders of the Skin and Scalp
- 3.2.5 Lesions of the Skin
- 3.2.6 Disorders of the Sebaceous and Sudoriferous Glands
- 3.2.7 Dandruff and Alopecia
- 3.2.8 Other Disorders of the Skin

Unit 3.3 The Scalp

- 3.3.1 Bones of the Cranium
- 3.3.2 Muscles of the Scalp, Neck, and Back
- 3.3.3 Treatment for Dry Scalp

Unit 3.4 The Hair

- 3.4.1 Introduction to Trichology
- 3.4.2 Histology of Hair
- 3.4.3 Hair Analysis

Unit 3.5 Chemistry of Scalp and Hair Products

- 3.5.1 Introduction to Chemistry Terminology
- 3.5.2 Chemistry of Scalp and Hair Products

Section 4. Hair Styling

Unit 4.1 Introduction to Hair Styling

- 4.1.1. Hairstyling Terminology
- 4.1.2 How To Comb Hair
- 4.1.3 Clockwise and Counterclockwise Curls, Including O'Clock Curls

Unit 4.2 Finger Waving

- 4.2.1 Basic Theory of Finger Waving
- 4.2.2 Finger Waving the Back of the Head
- 4.2.3 Set Using Finger Wave and Maypole Curls
- 4.2.4 Finger Waving the Whole Head, Using a Side Part
- 4.2.5 The Horseshoe Wave

Unit 4.3 Maypole Curl

4.3.1 Reverse Maypole Curl
4.3.2 Forward Maypole Curl
4.3.3 Waves Done With Maypole Curls

Unit 4.4 Pin Curl

4.4.1 Introduction to the Regular Pin Curl (Reverse Pin Curl)
4.4.2 Forward Pin Curl
4.4.3 Waves Done With Pin Curls
4.4.4 Pin Curl Set

Unit 4.5 Sculpture Curl

4.5.1 Introduction to the Sculpture Curl -- Reverse Curl
4.5.2 Forward Sculpture Curl
4.5.3 Waves Done With Sculpture Curls -- Set I
4.5.4 Waves Done With Sculpture Curls -- Set II
4.5.5 Semi-Standup Curls
4.5.6 Skip Wave
4.5.7 Skip Wave Set
4.5.8 Waves Done With Sculpture Curls -- Set III
4.5.9 Waves Done With Sculpture Curls -- Set IV

Unit 4.6 Roller Curls

4.6.1 How To Set a Basic Roller Curl
4.6.2 Basic Roller Set I
4.6.3 Basic Roller Set II
4.6.4 Basic Roller Set III
4.6.5 Original Set

Unit 4.7 Cascade Curls

4.7.1 Cascade Curls

Section 5. Manicuring

Unit 5.1 The Nail

5.1.1 Study of the Nail
5.1.2 Irregularities of the Nail
5.1.3 Diseases of the Nail

Unit 5.2 Bones and Nerves of the Arm and Hand

5.2.1 Bones of the Arm and Hand
5.2.2 Nerves of the Arm and Hand

Unit 5.3 Muscles of the Hand, Arm, and Shoulder

- 5.3.1 Muscles of the Hand, Arm, and Shoulder

Unit 5.4 Blood Supply

- 5.4.1 Blood Supply of the Arm and Hand

Unit 5.5 The Plain Manicure

- 5.5.1 Introduction to Manicuring
- 5.5.2 Removing Polish and Filing Nails
- 5.5.3 Care of the Cuticle
- 5.5.4 Polishing the Nails and Care of Nail Polish
- 5.5.5 Manicure Procedure
- 5.5.6 Chemistry of Manicuring Products

Section 6 Hair Pressing and Iron Curling

Unit 6.1 Introduction to Hair Pressing and Iron Curling

- 6.1.1 A Review of the Study of the Hair and Scalp
- 6.1.2 Terminology of Hair Pressing and Iron Curling

Unit 6.2 Hair Pressing

- 6.2.1 Theory of Hair Pressing
- 6.2.2 Procedure for Soft Pressing
- 6.2.3 Procedure for Hard Pressing

Unit 6.3 Iron Curling

- 6.3.1 Theory of Iron Curling
- 6.3.2 Handling the Iron
- 6.3.3 Procedure for Iron Curling and Safety Precautions
- 6.3.4 Curling a Complete Head
- 6.3.5 Style I With an Iron
- 6.3.6 Style II With an Iron
- 6.3.7 Style III With an Iron
- 6.3.8 Style IV With an Iron

Beauty Culture I

UNIT PLAN

Section 1. The Shop, the School, and the Cosmetologist
Unit 1.1 Professional Projection

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Demonstrate a knowledge of and a willingness to abide by the rules and regulations of the school and the Beauty Culture Department.

2. Demonstrate a knowledge of the routine of the Beauty Culture Department.

3. Demonstrate an understanding of the various factors that contribute to personal success in beauty culture.

LESSON SEQUENCE

1.1.1 School and Department Orientation
1.1.2 Student and Shop Organization
1.1.3 Personal and Professional Ethics in the School and Salon
1.1.4 Professional Ethics
1.1.5 Professional Improvement

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 1. The Shop, the School, and the Cosmetologist
1.1 Professional Projection
1.1.1 School and Department Orientation (3-0)

Objectives -- At the conclusion of this lesson, the student will

a. Be familiar with the rules and regulations of the school.

b. Be familiar with the Beauty Culture Department and its rules, regulations, and routines.

Method

1. Lecture -- Discussion

   a. Distribute H.O.S. I-1.1.1.a -- Student Form. Have the student fill it out, and collect immediately. This form is to be placed in the student's file in the Department.

   b. Distribute school handbook. Read, explain, and discuss with the students.

   c. Distribute H.O.S. I-1.1.1.b -- Beauty Culture Department Handbook. Read, explain, and discuss with the students.

   d. Distribute H.O.S. I-1.1.1.c -- to be collected the next school day.

2. Illustration

   The Beauty Culture Department itself is used for illustration. For example, when discussing dispensary, take the students to the dispensary. It gives them a chance to stretch, and underscores your explanation.

3. Demonstration -- none

Teacher Preparation

1. Obtain a school handbook for each student.
2. Obtain a department handbook for each student (H.O.S. I-1.1.1.b).
3. Obtain a H.O.S. I-1.1.1.a -- Student Form for each student.
4. Obtain a H.O.S. I-1.1.1.c -- Permission Slip for each student.
5. Have student charts ready for use.

Teaching Tips

Each item that is distributed and collected should be checked on a student chart. This enables you to keep track of everything. The student can never say she did not receive a particular item or that she handed in something she did not.

Student Activity

1. Preparation

   a. Student notebooks should be prepared as was advised during the summer.

   b. Students should be in proper uniform as was advised during the summer.

2. Performance -- none

3. Assignment

   a. Reread handbooks
   b. Get signatures on handbook form and beauty culture permission slip for collection the next school day.

4. Evaluation

   Evaluation is done by observing student performance in following the rules, regulations, and routines set forth in this lesson.

LESSON PLAN

Section 1. The Shop, the School, and the Cosmetologist
1.1 Professional Projection
1.1.2 Student and Shop Organization (3-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Demonstrate a knowledge of the routine of the Beauty Culture Department.
b. Know her own responsibilities with respect to the material available to her.

Method

1. Lecture -- Discussion

   a. Distribute textbooks, keeping a record of which number each student has. Give an explanation of how the textbook is to be used for class work. Require that the textbook be covered and that the student's name be written in large letters on the cover.

   b. Distribute workbooks, check receipt on chart, and explain use.

   c. Distribute student kits. Call out items and have students check to be sure kits are complete. Mark on charts. Require that each student mark each item in her kit with her personal mark.

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

1. Obtain a textbook for each student. Prepare for distribution by numbering.
2. Obtain a workbook for each student.
3. Ready student kits for distribution.

Teaching Tips

1. Stress that each year items disappear from student kits. Each student is responsible for her own kit. Start correctly by taking the time to mark each item for identification, so if it's borrowed or misplaced, it can be easily identified.

2. Textbook must be covered and the student's name written on top. Explain that each book has an identifying number assigned to a particular student; therefore books are not to be exchanged.

3. Check with students during class to make sure each has all the items in her kit, then indicate on chart so there can be no dispute in the future about a missing object.

Student Activity

1. Preparation

   Students should bring a permanent marker from home for items in the kit.

2. Performance

   a. Students to check to be sure all items are in kit.
   b. Students to mark all items in kit.

3. Assignment

   a. Cover textbook
   b. If necessary, finish marking items from student kit.

4. Evaluation. Check on progress chart:

   a. Textbook is covered.
   b. Kit received.
   c. All items in kit accounted for.
   d. Each item in kit marked for identification.

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.1 Professional Projection
1.1.3 Personal and Professional Ethics in the School and Salon (1-0)

Objectives -- At the conclusion of this lesson, the student will understand:

a. What is meant by ethical conduct in the school and salon.

b. The standards of conduct, and show a willingness to develop the habit of using those standards.

c. The essential requirements of a pleasing personality, and be able to list them.

Method

1. Lecture -- Discussion

I. Attitude

- A. Cheerful
- B. Healthy attitude to life
- C. Understanding

II. Behavior

- A. Golden rule
- B. Temper control
- C. Think, then act.

III. Thinking

- A. Pay attention to others.
- B. Increase your vocabulary.
- C. Improve your grammar.

IV. Emotional stability

- A. Keep problems at home.
- B. Develop a sense of calm or peace of mind.
- C. Learn to suppress signs that betray your feelings.

V. Courtesy

- A. Courtesy is to individuals what law is to governments.
- B. Courtesy is civilization.

VI. Personal appearance

Your appearance reflects many of your characteristics.

VII. Sense of humor

Learn to laugh at yourself.

VIII. Discuss H.O.S. I-1.1.3.a and I-1.1.3.b.

2. Illustration

H.O.S. I-1.1.3.a -- Requirements of a Pleasing Personality
H.O.S. I-1.1.3.b -- Rules For Personal Ethical Conduct

3. Demonstration

The teacher's own daily behavior

Teacher Preparation

1. Obtain H.O.S. I-1.1.3.a -- Requirements of a Pleasing Personality
2. Obtain H.O.S. I-1.1.3.b -- Rules For Personal Ethical Conduct

Teaching Tips

This is a case of "do as I do." The teacher must follow the rules set for the students. Setting the example is still the best teacher.

Student Activity

1. Preparation

   a. Read pages 17-22 in the Standard Textbook of Cosmetology.
   b. Fill in pages 7 to 9 in the Workbook for Beauty Culture Theory.

2. Performance

   None except daily application of what was learned.

3. Assignments

   Learn the meanings of the following words:

   attitude
   behavior
   emotion
   vitality
   humor
   polite
   gracious
   flexibility
   sincerity
   intelligence
   education

4. Evaluation -- Ask the students to verbally discuss and/or respond in writing to what is meant by:

   a. Ethical conduct
   b. Personal ethics
   c. Professional ethics
   d. Personality
   e. Principles of ethical conduct
   f. Principles of a pleasing personality

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.1 Professional Projection
1.1.4 Professional Ethics (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Identify the principles of ethical conduct for the cosmetologist.
b. Demonstrate how ethics aid us in developing a good relationship with patrons, employers, and co-workers.

Method

1. Lecture -- Professional Ethics
   a. Fellow-workers in shop and school
   b. Employer
   c. Patron
   d. Employee
2. Illustration

   Use of case-study examples
3. Demonstration -- none

Teacher Preparation

Obtain H.O.S. I-1.1.4 -- Rules of Professional Ethical Conduct for each student

Teaching Tips

Give examples of real situations and how they should be handled. Role-playing is a good way of showing true situations.

Student Activity

1. Preparation
   a. Read Standard Textbook of Cosmetology, pages 1-4 inclusive.
   b. Review questions and answers on page 4.

2. Performance

   Day-to-day behavioral habits

3. Assignment

   Fill in Workbook for Beauty Culture Theory, pages 1, 2, and 10-14 inclusive.

4. Evaluation

   Evaluate this lesson by creating case studies, such as asking the student what she would do in given situations. For example: You are working in a beauty salon and are offered another job down the street for more money. What would you do?

LESSON PLAN

Section 1 The Shop and the Cosmetologist
1.1 Professional Projection
1.1.5 Professional Improvement (0-2)

Objectives -- a. This sort of day will be provided periodically: to give the student time to review the practice and lab work which she needs more practice time for.

b. To give the instructor the opportunity to observe the overall professional ability of the student and to get her progress chart up to date.

c. To give the student help in her weakest areas.

Method

1. Lecture -- none
2. Illustration -- none
3. Demonstration -- none

Teacher Preparation

Have progress chart prepared with review lab items listed that you want checked on the chart.

Teaching Tips

This time is spent mainly to correct the student's weaknesses in all areas of lab work. It also gives the teacher the time to evaluate the student's progress in lab. This lesson also makes the student repeat those jobs which she feels are over, but the teacher knows need repeating.

Student Activity

1. Preparation

Students should have their kits for the varied jobs they will do in lab.

2. Performance

Students will do individual lab work and will spend the time on those areas where they are weak and need assistance.

3. Assignment -- none

4. Evaluation

Evaluation is done by observation of performance.

UNIT PLAN

Section 1. The Shop, the School, and the Cosmetologist
Unit 1.2 Hygiene and Good Grooming

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. List and demonstrate the rules for personal hygiene and grooming in order to present a proper professional appearance.
2. Correct any defects in her personal visual poise.

LESSON SEQUENCE

1.2.1 Hygiene

1.2.2 Good Grooming

1.2.3 Visual Poise

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.2 Hygiene and Good Grooming
1.2.1 Hygiene (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Demonstrate by her personal appearance the importance of hygiene to the cosmetologist.

b. List the rules of personal hygiene.

c. State how hygiene contributes to health, beauty, and good professional appearance.

Method

1. Lecture -- Discussion

I. Hygiene is the study that deals with the preservation of health.

II. Health means proper efficiency of the total body, physical as well as mental.

III. Personal hygiene -- the care the individual gives herself to maintain her personal health.

A. Personal cleanliness (Body)

1. Bathing
   a. Cleanliness
   b. Stimulation
   c. Sedative effect
   d. Changing body temperature

2. Deodorants -- to counteract odor caused by bacteria
   a. Kinds
   b. Places used
      (1) Under arms
      (2) Feet
      (3) Other body areas

3. Anti-perspirants (strong astringent; aluminum compounds)
   a. Under arms
   b. Feet

4. Mouth and teeth
   a. Brush teeth preferably after each meal; at least twice a day.
   b. Have a dental checkup every six months
   c. Never put foreign objects in mouth

        d. Mouthwash for breath
        e. Mouth deodorant refresher

    5. Scalp and hair -- well groomed

    6. Hands and nails -- well groomed

    7. Feet -- well groomed

B. Posture (discussed under poise)

C. Adequate sleep (7 to 9 hours)

1. Health
2. Appearance
3. Behavior
4. Efficiency

D. Diet

1. Health
2. Appearance
3. Behavior
4. Efficiency

E. Healthy mental outlook

1. Health
2. Appearance
3. Behavior
4. Efficiency

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Have lecture notes ready.

Teaching Tips

1. Cosmetologists must be well groomed.
2. Good grooming requires proper hygiene.

Student Activity

1. Preparation

Read Standard Textbook of Cosmetology, pages 5 and 6, 9 and 10.

2. Performance -- none

3. Assignment

   a. Fill in pages 3 and 4 in the Workbook for Beauty Culture Theory.

   b. Know the meaning of the following:

   hygiene grooming public sanitation

4. Evaluation

   The student's personal appearance should be the evaluation of this lesson.

   During the first few weeks of classes, grade the student on her personal chart each day. Use a scale one to ten. After the middle of the semester, once a week is sufficient.

Beauty Culture I

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.2 Hygiene and Good Grooming
1.2.2 Good Grooming (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. List the factors that contribute to good grooming.

Method

1. Lecture -- Discussion

I. Grooming -- to "groom" is to make neat and tidy.

II. Personal grooming is to keep one's personal appearance neat and tidy.

A. Personal hygiene -- follow all the rules of good hygiene.

B. Hairstyle -- most suitable to you and the occasion.

C. Clothes

1. Clean, suitable to the wearer and properly fitted.
2. Uniform -- see Beauty Culture Handbook
3. Undergarments -- clean, fresh, suitable to the outer garment in color and design.
4. Shoes -- clean, polished, appropriate to ensemble; never showing signs of wear, like worn heels.

D. Hands and nails

1. Clean
2. Manicured
3. Polish on or off

E. Makeup

1. Proper shade
2. Fresh
3. Suitable to occasion or time of day

F. Jewelry

1. In good taste
2. Appropriate to occasion or time of day
3. Only watch and small earrings used with uniform

2. Illustrations

Transparencies

I-1.2.2.a -- The Well-Groomed Individual (Male)
I-1.2.2.b -- The Well-Groomed Individual (Female)

3. Demonstration -- none

Teacher Preparation

1. Have overhead projector ready for use.
2. Have transparencies ready for use.

Teaching Tips

1. The young person devalues good grooming but still judges a book by its cover. Good grooming is that cover. What could affect a first impression more than one's personal appearance!

Student Activity

1. Preparation

Read pages 7 and 8 in the Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

a. Fill in page 5 in the Workbook for Beauty Culture Theory

b. Know the meaning of the following:

dentifrice deodorant
anti-perspirant grooming

4. Evaluation

a. The student will list the factors making for good grooming.

b. Evaluation is done in conjunction with hygiene by checking periodically on student's daily appearance.

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.1 Hygiene and Good Grooming
1.2.3 Visual Poise (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Recognize examples of both good and bad visual poise.
b. List the factors that contribute to proper visual poise.
c. Correct negative factors in her personal visual poise.

Method

1. Lecture -- Discussion

    I. Standing correctly
    II. Sitting correctly
    III. Care of the feet
    IV. Exercise for correction

2. Illustration -- none

3. Demonstration

    a. How to stand in front of an audience
    b. How to stand at a work station while working
    c. How to sit at a manicuring table
    d. How to stand while shampooing

Teacher Preparation

1. Gather lecture notes
2. Have manicure table available
3. Have dresser chair available

Teaching Tips

Proper position enables the cosmetologist to work more efficiently, for longer periods, with less fatigue.

Student Activity

1. Preparation

    a. Read pages 11-15 inclusive, Standard Textbook of Cosmetology.
    b. Review questions and answers on page 16, Standard Textbook of Cosmetology.

2. Performance

   a. Demonstrate how she would stand at the various work areas in a beauty salon.

3. Assignment

   a. Fill in Workbook, page 6

   b. Do word review on page 6 of Workbook according to instructor's directions.

   c. Know the meaning of the following:

      posture   abdomen   exercise   stance   foot arch

4. Evaluation

Hygiene and Good Grooming test I-1.2.3, to be administered after lessons 1.2.1, 1.2.2, 1.2.3 have been taught.

UNIT PLAN

Section 1. The Shop and the Cosmetologist
Unit 1.3 Anatomy and Physiology

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Describe the functions and relationships between cells, tissues, organs, and systems of the body, and their relation to bacteriology and sterilization.

2. Describe and identify the components and functions of the following systems of the body: Skeletal, Muscular, Nervous, Vascular, Endocrine, Excretory, Respiratory, and Digestive.

LESSON SEQUENCE

1.3.1	Structure of the Body
1.3.2	Introduction to the Skeletal System
1.3.3	Introduction to the Muscular System
1.3.4	Introduction to the Nervous System
1.3.5	Introduction to the Vascular System
1.3.6	The Heart, Blood, and Lymph
1.3.7	Other Organs of the Circulatory System
1.3.8	The Endocrine System
1.3.9	The Excretory System
1.3.10	The Respiratory System
1.3.11	The Digestive System

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physiology
1.3.1 Structure of the Body (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Explain the structure and functions of cells and their relationship to good health.

b. Explain what the functions of cells have to do with bacteriology and sterilization.

c. Describe the relationships of cells, tissues, organs, and systems to each other.

Method

1. Lecture -- Discussion

I. Introduction

A. Anatomy (Gk. anatome -- dissection, from a word meaning to cut up). The study of the total structure of the body.

B. Physiology (Gk. physika -- nature) is the study of the characteristics, processes, and activities performed by living things.

C. Histology (Gk. histos -- tissue) the study of the minute structure of the various tissues of the body, as seen with the aid of a microscope.

II. Cells

A. Cell structure

1. Protoplasm -- colorless jelly-like substance
2. Cell membrane -- encloses protoplasm
3. Nucleus -- found in the center, important in reproduction
4. Cytoplasm -- found outside the nucleus
5. Centrosome -- found in the cytoplasm, important in cell division

B. Cell growth

C. Reproduction of a cell

1. Amitosis
2. Mitosis

D. Metabolism

  1. Anabolism
  2. Catabolism

E. Tissues

  1. Connective tissue
  2. Muscular tissue
  3. Nerve tissue
  4. Epithelial tissue
  5. Liquid tissue

F. Organs

  1. Brain
  2. Heart
  3. Lungs
  4. Kidneys
  5. Various glands

G. Systems

  1. Skeletal system
  2. Muscular system
  3. Nervous system
  4. Vascular system
  5. Endocrine system
  6. Respiratory system
  7. Digestive system
  8. Reproductive system
  9. Excretory system

2. Illustrations -- Transparencies

Cell Structure -- I-1.3.1.a
Mitosis -- I-1.3.1.b
Kinds of Tissues -- I-1.3.1.c
Organs of the Body -- I-1.3.1.d

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.
2. Check to see if the overhead projector is ready for use and properly placed.
3. Gather transparencies.

Teaching Tips

Cell division is a rather rapid process, particularly with the harmful bacteria, as we will see in the study of bacteriology.

Student Activity

1. Preparation

   Read pages 323-326, Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Review question and answers on pages 327 and 328 in the Standard Textbook of Cosmetology.

   b. Fill in pages 27-29 in the Workbook for Beauty Culture Theory.

   c. Know the meaning of the following:

      protoplasm
      catabolism
      nucleus
      physiology
      centrosome
      membrane
      reproduction
      organ
      cytoplasm
      mitosis
      anabolism
      epithelial
      amitosis
      histology
      tissue
      system
      anatomy

4. Evaluation -- I. The following is to be used as a quiz.

   1. The basic unit of all living matter is a (cell).

   2. The study of the functions of the various parts of the body is (physiology).

   3. (Histology) is the study of the minute structures of the body.

   4. Cells are composed mainly of a substance called (protoplasm).

   5. Four structures found in the cell are cell membrane, cytoplasm, centrosome, and (nucleus).

   6. Direct division of a cell is called (amitosis).

   7. Indirect division of a cell is called (mitosis).

   8. A group of cells performing the same function is called a (tissue).

   9. Groups of tissues performing the same functions are called (organs).

   10. Groups of organs performing the same function are called (systems).

   II. Test I-1.3.1 -- Structure of the Body

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physiology
1.3.2 Introduction to the Skeletal System (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Explain the structure of the skeletal system and its functions.

b. Describe the relationship of the skeletal system to the shape of the body.

Method

1. Lecture -- Discussion

   I. Introduction to Osteology

   II. Bones

      A. Composition

      B. Bones in the skeletal system

         1. Cranium -- 8
         2. Face bones -- 14
         3. Ear bones -- 6
         4. Spinal column -- 26
         5. Hyoid bone -- 1
         6. Sternum and ribs -- 25
         7. Upper extremities -- 64
         8. Lower extremities -- 62

      C. Structure of bones

      D. Joints

      E. Cartilage and Ligaments

2. Illustration

   I. Transparencies

      The Skeletal System, I-1.3.2.a
      Composition of Bone, I-1.3.2.b
      Joint of Bone, I-1.3.2.c

   II. Filmstrip

      I-1.3.2 -- Human Physiology Series -- Human Body Framework (see Introduction to this manual)

3. Demonstration -- none

Teacher Preparation

1. Prepare lecture notes
2. Obtain filmstrip
3. See that overhead projector is ready to use.
4. See that filmstrip projector is ready to use.

Teaching Tips

1. Point out the relationship of hairstyling to the framework of the body.
2. Point out the effects of diet on bone structure.
3. Point out the effects of pre-natal care on bone structure.

Student Activity

1. Preparation

   Read pages 329-331 in the Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Fill in pages 3 - 31 in the Workbook for Beauty Culture Theory.

   b. Define the following:

      osteology
      cartilage
      marrow
      synovial
      joint
      vertebra
      compact
      cancellous
      ligament
      periosteum
      organic
      inorganic

4. Evaluation

   I. This may be used orally or as a 10-point quiz.

      1. (Osteology) is the scientific study of the skeletal system.

      2. The skeletal system is divided into the (skull), spine, and limbs.

      3. Bone is composed of 1/3 organic matter and 2/3 (inorganic) matter.

      4. (Marrow) is a soft, fatty substance filling the cavities of bones.

      5. The covering of the bones is called the (periosteum).

      6. The point of contact between a bone and the parts that surround and support it is called a (joint).

7. The function of the (synovial fluid) is to lubricate joints and prevent friction.

8. The main purpose of (cartilage) is to cushion the bones at the joint.

9. The hardest structure of the body is (bone).

10. The framework of the body is dependent upon the (skeletal system).

II. Evaluation made on test given after next lesson plan.

Beauty Culture I

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physiology
1.3.3 Introduction to the Muscular System (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Describe the muscular system and its functions.

b. Explain how the muscular system affects coordination of body movements.

c. Describe the interaction of muscles.

Method

1. Lecture -- Discussion

   I. Introduction to the muscular system

      A. Terms to know

   II. Characteristics of muscles

      A. Excitability
      B. Contractability
      C. Extensibility
      D. Elasticity
      E. Muscle tone

   III. Stimulation

      A. Chemical
      B. Mechanical
      C. Massage
      D. Nervous
      E. Physical

2. Illustration

   I. Transparencies

      Types of Muscle Cells -- I-1.3.3.a
      Muscle Opposition -- I-1.3.3.b
      Muscle Contraction -- I-1.3.3.c

   II. Filmstrip

      I-1.3.2 -- Human Physiology Series -- Human Body Framework

3. Demonstration -- none

Teacher Preparation

1. Assemble notes for lecture.
2. Prepare filmstrip projector.
3. Assemble filmstrips.
4. Check overhead projector.
5. Prepare transparencies.

Teaching Tips

Hints on teaching words:

"Anterior" means in front of, as "antepasto" is "in front" of a meal.

"Posterior" means behind or in back of, as in "postgraduate," which follows graduate work.

"Superior" means situated higher, or upper.

"Depressor" means that which presses or draws down, like the tongue depressor used by a doctor.

"Distal" means farthest from the center or medial line.

"Inferior" means situated lower.

"Levator"-- that which lifts, as in "elevator."

"Dorsal" means behind or in back of.

"Dilator" means that which expands or enlarges.

Student Activity

1. Preparation

   Read pages 338-339 in the Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Fill in page 35 in the Workbook for Beauty Culture Theory.
   b. Define the following:

      - anterior
      - anguli
      - dilator
      - contractability
      - distal
      - posterior
      - excitability
      - inferior
      - dorsal
      - depressor
      - extensibility
      - voluntary
      - levator
      - muscle tone
      - lateral
      - superior
      - medial
      - elasticity
      - involuntary
      - proximal

4. Evaluation

I. Oral evaluation on the muscular system and its functions.

II. Quiz to be administered orally or in written form.

anguli
lateral
depressor
levator
proximal
dilator
anterior
dorsal
medial
distal

1. lateral on the side

2. anguli at an angle

3. anterior before, or in front of

4. distal farthest from the center

5. proximal nearest to the center or medial line

6. depressor that which presses or draws down

7. dorsal or posterior behind or in back of

8. levator that which lifts

9. dilator that which expands or enlarges

10. medial pertaining to the middle or center

III. Test I-1.3.3, Introduction to the Skeletal and Muscular Systems, to be administered after lessons 1.3.2 and 1.3.3 have been taught.

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physiology
1.3.4 Introduction to the Nervous System (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Identify parts of the nervous system and explain its functions.

b. Explain the importance of the nervous system over all other body systems.

c. Demonstrate how the study of the nervous system has aided her in administering more proficient facials, scalp treatments, and shampoos.

Method

1. Lecture -- Discussion
    - I. Introduction
    - II. Nerve cell
    - III. Types of nerves
    - IV. Divisions of the nervous system
    - V. The brain and spinal cord

2. Illustration
    - I. Transparencies

      The Nervous System -- I-1.3.4.a
      Nerve Reflex -- I-1.3.4.b
      The Brain -- I-1.3.4.c
      Neuron -- I-1.3.4.d
      Reflex Arc -- I-1.3.4.e
      The Autonomic Nervous System -- I-1.3.4.f

    - II. Filmstrip

      I-1.3.4 -- Human Physiology Series - The Nervous System

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.
2. Obtain filmstrip.
3. Prepare filmstrip projector.
4. Prepare transparencies.
5. Check overhead projector for use.

Teaching Tips

1. Stress the reasons the nervous system is the most important system of the body. Actions of the cosmetologist that affect the patron's nervous system are:

   a. Brushing the hair
   b. Massage during shampoo
   c. Manipulations during facials and scalp treatments

2. Also affecting the patron's nervous system is the atmosphere of the salon and the personal response between patron and cosmetologist.

Student Activity

1. Preparation

   Read pages 349-352, inclusive in the Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Fill in pages 41 and 42 in the Workbook for Beauty Culture Theory.

   b. Know the meaning of the following in their relationship to the nervous system:

      neurology
      impulse
      cerebro-spinal
      cell body
      cell process
      neuron
      nerve
      sympathetic
      efferent
      cerebellum
      sensory
      afferent
      peripheral
      autonomic
      medulla
      motor
      sensation
      cerebrum
      reflex action

4. Evaluation

   Test I-1.3.4 -- Introduction to the Nervous System. (This test is administered after lesson 1.3.4 is taught.)

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physioiogy
1.3.5 Introduction to the Vascular System (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Identify the location of the various parts of the vascular system in the body.

b. Explain its functions and why it is necessary for the cosmetologist to study it.

Method

1. Lecture

    I. Introduction to the vascular system

        A. Introduction to the vascular system
        B. Basic function of the vascular system

    II. Divisions of the vascular system

        A. Blood vascular system
        B. Lymph vascular system

    III. Blood vessels

        1. Arteries
        2. Veins
        3. Capillaries

    IV Circulation of the blood

        1. Systemic
        2. Pulmonary

2. Illustration

    I. Filmstrip

        I-1.3.5 -- Human Physiology Series -- Human Circulatory System

    II. Transparencies

        The Systemic Circulatory System -- I-1.3.5.a
        The Pulmonary Circulary System -- I-1.3.5.b

3. Demonstration -- none

Teacher Preparation

1. Obtain filmstrip
2. Prepare the filmstrip projector
3. Prepare transparencies
4. Check overhead projector for use

Teaching Tips

1. Compare the body to a machine. If the proper fuel (food nutrients) is not ingested, proper performance (good healthy body) cannot be expected.

2. All good health rules as reviewed under proper hygiene have beneficial effects on the circulatory system as well as other systems of the body.

Student Activity

1. Preparation

   Read pages 359-363

2. Performance -- none

3. Assignment -- Know the meaning of the following words:

   angiology
   blood
   nutrient
   vascular
   vein
   capillary
   systemic
   artery
   lymph
   pulmonary

4. Evaluation -- The following questions may be asked orally or given as a 10-point written quiz.

   1. What is another name for the circulatory system? (Vascular system)

   2. What is the scientific study of the blood and lymph vessels? (Angiology)

   3. What are the two divisions of the vascular system? (Blood vascular and lymph vascular)

   4. What is the name of the blood vessels that carry blood away from the heart? (Arteries)

   5. What is the name of the blood vessels that carry blood to the heart? (Veins)

   6. What are the minute blood vessels that connect the smaller arteries with the veins? (Capillaries)

7. One of the basic functions of the circulatory system is to carry what materials to the body cells? (Nutrients)

8. The circulatory system carries what products away from the body cells? (Wastes)

9. What is the name of the circulatory system that carries blood through the body and back to the heart? (Systemic circulatory system)

10. What is the name of the circulatory system that carries blood from the heart to the lungs and back to the heart? (Pulmonary circulatory system)

LESSON PLAN

Section 1.	The Shop and the Cosmetologist
1.3	Anatomy and Physiology
1.3.6	The Heart, Blood, and Lymph (1-0)

Objective -- At the conclusion of this lesson the student will be able to:

a. Sketch the shape and identify the parts of the heart.

b. Explain the function of the heart.

c. Define the composition of the blood and diagram its circulation through the heart.

d. Explain the function of the lymphatic system.

Method

1. Lecture

   I. The heart

      A. Structure of the heart
      B. Circulation of the blood through the heart

   II Blood

      A. Composition of blood

      B. Blood cells

         1. Leucocytes
         2. Erythrocytes
         3. Thrombocytes

      C. Functions of the blood

      D. Lymph

         1. Functions of lymph

2. Illustration

   Transparencies

   Structure of the Heart -- I-1.3.6.a
   Circulation of the Blood Through the Heart -- I-1.3.6.b
   Blood and Its Cells -- I-1.3.6.c

3. Demonstration -- none

Teacher Preparation

1. Have lecture notes ready.
2. Have overhead projector ready.
3. Have transparencies ready for use.

Teaching Tips

When describing the right and left chambers of the heart, have the student hold the picture against her chest so that the right chambers are actually on the student's right side.

Student Activity

1. Preparation

   Student should review the previous lesson, Introduction to the Vascular System.

2. Performance -- none

3. Assignment

   a. Fill in pages 47 through 49 in the Workbook for Beauty Culture Theory.

   b. Know the meaning of the following words:

      pericardium
      heart
      auricles
      leucocyte
      erythrocyte
      thrombocyte
      ventricles
      blood
      lymph
      corpuscle
      coagulate
      purification
      aorta
      plasma
      clot
      scavenger

4. Evaluation -- The following may be asked orally or given as a written 10-point quiz.

   The heart has (four) internal chambers. The upper chambers are called (auricles) and the lower chambers are called (ventricles). The heart is enclosed in a membrane called the (pericardium).

   Blood contains red and white cells that float in a colorless liquid called (plasma). The white cells are called (leucocytes) and the red cells are called (erythrocytes). Plasma also contains blood platelets or thrombocytes which aid in the (clotting or coagulation) of blood.

   The circulation of blood through the body helps equalize body temperature and protects the system from harmful bacteria, but its most important function is supplying (nutrients and oxygen) and carrying away (wastes).

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physiology
1.3.7 Other Organs of the Circulatory System (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Explain the relationship between the circulatory system and the other systems of the body.

Method

1. Lecture -- Discussion

   I. Kidneys -- eliminate excess water from the blood and filter out such wastes as urea. Regulate the amount of salt and other substances in the blood stream.

   II. Lungs -- remove carbon dioxide from the blood and replace it with oxygen.

   III. Small intestine -- The blood absorbs digested food through the walls of this organ.

   IV. Liver -- assists in the maintenance of the sugar level of the blood, removes some wastes, and manufactures some components of the blood.

   V. Certain other glands -- manufacture components of the blood or use the blood as a transportation system for their secretions.

2. Illustrations -- Transparencies

   The Kidneys, Their Size and Location -- I-1.3.7.a
   The Lungs, Their Size and Location -- I-1.3.7.b
   Small Intestine, Size and Location -- I-1.3.7.c
   Liver, Size and Location -- I-1.3.7.d

3. Demonstration -- none

Teacher Preparation

1. Have overhead projector ready for use.
2. Have listed transparencies ready for use.

Teaching Tips

The importance of this lesson is not in knowing details about the organs, but their relationship to the circulatory system. The organs are covered more thoroughly in future lessons.

Student Activity

1. Preparation -- none

2. Performance -- none

3. Assignment

   Review the complete circulatory system for testing.

4. Evaluation

   Test I-1.3.7 -- The Vascular System (This test is to be administered after lessons 1.3.5, 1.3.6, and 1.3.7 have been taught.)

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physiology
1.3.8 The Endocrine System (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Identify the endocrine system of the body and explain its functions.

b. Explain the effects of the endocrine system and how the secretions of the endocrine glands affect body functions and good health.

c. Explain the effect of the endocrine glands on the growth and reproduction of the body.

Method

1. Lecture -- Discussion

   I. Introduction to the endocrine system

   II. Glands of the endocrine system

      A. Pituitary
      B. Thyroid
      C. Adrenal
      D. Sex
      E. Pancreas

2. Illustration -- Filmstrip

   I-1.3.8 -- Human Physiology Series - Human Glandular System

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Prepare filmstrip projector.
3. Obtain filmstrip.

Teaching Tips

Science is finding that many physical illnesses are caused by chemical imbalances which are caused by malfunctions of the endocrine system.

Student Activity

1. Preparation

   Read pages 370-371 in the Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Review questions and answers on page 371 in the Standard Textbook of Cosmetology

   b. Fill in page 53 in the Workbook for Beauty Culture Theory

   c. Know the meaning of the following:

      endocrine
      pituitary
      adrenal
      hormone
      metabolism
      pancreas
      fertility
      thyroid
      insulin
      thyroxin

4. Evaluation -- The following test may be used orally or as a 10-point quiz.

   1. A body system composed of glands whose functions are to help control growth, body processes, and reproduction is the (endocrine system).

   2. Each gland is linked with other parts of the body by means of nerves and the (blood stream).

   3. The raw materials which glands utilize to produce secretions are supplied by the (blood).

   4. The functional activities of the glands are controlled by the (nervous system).

   5. Substances which are secreted through small tubes are manufactured in the (duct) glands.

   6. A gland which delivers its secretions directly into the blood is a (ductless) gland.

   7. The oil and sweat glands are examples of (duct) glands.

   8. The pituitary and thyroid glands are examples of (ductless) glands.

   9. The glands responsible for helping the body meet stressful situations are the (adrenal) glands.

   10. The metabolic rate of the body is controlled by the (thyroid) glands.

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physiology
1.3.9 The Excretory System (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

Identify the excretory system of the body and explain its functions.

Method

1. Lecture -- Discussion

   I. Introduction to the excretory system
   II. The urinary system
   III. The liver

2. Illustration

   Transparency -- The Excretory System -- I-1.3.9

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Obtain transparency.
3. Check on overhead projector and see if it is ready for use.

Teaching Tips

Student Activity

1. Preparation

   Read page 372 in Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Fill in page 54 in Workbook for Beauty Culture Theory.

   b. Know the meaning of the following:

      excretory
      liver
      glycogen
      diaphragm
      kidneys
      intestine
      bladder
      bile
      lungs
      toxic
      urinary
      uric acid
      urethra
      urea
      ureter

4. Evaluation -- May be used orally or as a 10-point quiz.

   1. Name the five organs of the excretory system.

      1. kidneys
      2. large intestine
      3. skin
      4. lungs
      5. liver

   2. What are the two bean-shaped glands, located one on each side of the spinal column, which excrete urine? (kidneys)

   3. What organ of the excretory system throws off carbon dioxide? (lungs)

   4. Which organ discharges bile? (liver)

   5. Which organ eliminates solid waste matter? (large intestine)

   6. The organ which eliminates sweat is the (skin).

   7. (The kidneys) discharge waste matter in the form of salt, water, and poisonous wastes.

   8. What are three functions of the liver? (Secretes bile for digestion of fats) (Stores sugar and releases it when needed) (Prepares protein wastes)

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physiology
1.3.10 The Respiratory System (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Identify the parts of the respiratory system of the body and explain its function.

b. Understand the relationship of the respiratory system to good health and efficient functioning on the job.

Method

1. Lecture -- Discussion
    I. Introduction to the respiratory system
    II. Larynx
    III. Trachea
    IV. Lungs

2. Illustrations
    I. Transparency

        Lung Structure -- I-1.3.10

    II. Filmstrip

        I-1.3.10 -- Human Physiology Series - Human Respiratory System

3. Demonstration -- none

Teacher Preparation

1. Prepare filmstrip projector for use.
2. Obtain filmstrip.
3. Check overhead projector for use.
4. Have transparency prepared for use.

Teaching Tips

1. Point out the relationship of air pollution to the respiratory system.
2. Point out how the lack of vegetation contributes to air pollution.
3. Discuss emphysema.

Student Activity

1. Preparation

   Read pages 373 and 374, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Review questions and answers page 372, Standard Testbook of Cosmetology

   b. Fill in page 55, Workbook for Beauty Culture Theory

   c. Know the meaning of the following:

      respiratory
      trachea
      diaphragm
      bronchial
      larynx
      pharynx
      lungs
      oxygen
      carbon dioxide

4. Evaluation

   A test on the Respiratory and Digestive Systems will follow next lesson plan.

   This lesson should be evaluated orally during discussion.

Beauty Culture I

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.3 Anatomy and Physiology
1.3.11 The Digestive System (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Identify the digestive system and explain its function.

b. Know the relationship of the digestive system to good health and skin care.

Method

1. Lecture -- Discussion (taken from HOS I-1.3.11 -- Information Sheet, The Digestive System)

   I. Introduction to the digestive system

   II. Parts of the digestive system

      A. Oral cavity
      B. Esophagus
      C. Stomach
      D. Small intestine
      E. Large intestine
      F. Rectum

   III. Flow of nutrients through the body

2. Illustration

   I. Transparencies

      The Digestive System -- I-1.3.11.a

      Junction of Stomach and Intestine -- I-1.3.11.b

   II. Filmstrip

      I-1.3.11 -- Human Physiology Series - Human Digestive System

3. Demonstration -- none

Teacher Preparation

1. Prepare filmstrip projector for use.
2. Obtain filmstrip.

3. Check overhead projector to see if it's ready for use.
4. Obtain transparencies.
5. Obtain HOS I-1.3.11 -- Information Sheet - The Digestive System, for each student.

Teaching Tips

1. Stress the importance of initial mastication of food.
2. Stress the importance of a relaxed atmosphere while eating, and how emotion, excitement, and fatigue affect digestion.
3. Show the effect of digestion on the complexion.

Student Activity

1. Preparation

   Read pages 375 and 376 in Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Fill in page 56 in the Workbook for Beauty Culture Theory.
   b. Trace the route of food from the mouth through the digestive tract until it is eliminated from the body.

4. Evaluation

   The student will either orally or in writing, trace the route of food through the body, as an evaluation of the lesson.

   Test I-1.3.11 -- The Respiratory and Digestive Systems, covers this lesson plan and the lesson plan on the respiratory system. (This test is administered after lessons 1.3.10 and 1.3.11 are taught.)

Beauty Culture I

UNIT PLAN

Section 1. The Shop and the Cosmetologist
Unit 1.4 The Beauty Salon or School

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Identify the various supplies needed to operate a successful beauty salon.
2. Keep these supplies in good order so as to have them available when needed, without unnecessary overstocking.

LESSON SEQUENCE

1.4.1 Knowledge of Supplies and General Shop Maintenance

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 1. The Shop and the Cosmetologist
1.4 The Beauty Salon or School
1.4.1 Knowledge of Supplies and General Shop Maintenance (2-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Identify the supplies needed to operate a successful beauty salon.

b. Keep these supplies in good order so as to have them available when needed, without unnecessary overstocking.

Method

1. Lecture -- Discussion

    I. Kinds of supplies needed and how they are used
    II. How they are stored
    III. Methods of keeping inventory and keeping the stockroom in good order
    IV. Care of the work station
    V. Proper use of the work station
    VI. General shop maintenance

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Gather lecture notes.

Teacher Tips

1. The complete shop area should be used as part of the lesson.
2. Have students arrange supplies and clean shop (school).

Student Activity

1. Preparation

   Read pages 456 and 457, Standard Textbook of Cosmetology

2. Performance

   a. Arrange supplies and take inventory
   b. General shop maintenance

3. Assignment -- none

4. Evaluation -- Job performance

Beauty Culture I

UNIT PLAN

Section 2. Sterilization Practices in the Beauty Salon
Unit 2.1 Bacteriology

OBJECTIVES -- At the conclusion of this unit, the student will know about:

1. The various types of bacteria, and their reproduction and growth.

2. Infection and the methods of prevention.

3. The study of bacteriology in its relationship to sterilization

LESSON SEQUENCE

2.1.1 Introduction to the Study of Bacteriology
2.1.2 Baterial Growth and Infections
2.1.3 Infections, Infectious Agents, and Immunity

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 2. Sterilization Practices in the Beauty Salon
2.1 Bacteriology
2.1.1 Introduction to the Study of Bacteriology (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Explain the various types of bacteria and their relationship to sterilization and the transmittal of disease.

b. State on a written test why sterilization is important to beauty salon practices to prevent the spread of pathogenic bacteria.

Method

1. Lecture -- Discussion

I. Introduction to the study of bacteriology

Bacteriology (Gk. bacterion - a rod or staff, plus logo-study) is the science that deals with the study of micro-organisms called bacteria in their relationship to health and disease.

A. What are bacteria? (Singular, bacterium)

B. Where do we find bacteria?

C. Can we see bacteria?

II. Types or kinds of bacteria

A. Pathogenic (Gk. pathos - suffering) - harmful, capable of causing disease

1. Few bacteria belong to this group.
2. Produce considerable damage to animal tissue and plant life.
3. Produce disease.
4. Parasites belong to this group.

B. Non-pathogenic -- not harmful

1. Most bacteria belong to this group.
2. Decompose refuse, as in compost.
3. Improve soil.

4. Saprophytes belong to this group.
5. Non-pathogenic bacteria aid in
   a. Ripening of cheese
   b. Fermentation of beverages
   c. Sauerkraut
   d. Curing of tobacco

III. Classification of pathogenic bacteria

A. Cocci (kok-sī) (Gk. kokkos -- berry). Round-shaped organisms which appear alone or in groups. (Singular, coccus)

1. Staphylococci (Gk. staphyle - a bunch of grapes). Pus-forming organisms which grow in bunches or clusters; cause such infections as abscesses, pustules, and boils. (Singular, staphylococcus)

2. Streptococci (Gk. streptos -- twisted). Pus-forming organisms which grow in chains; cause such infections as blood poisoning. (Singular, streptococcus)

3. Diplococci (Gk. diploos -- double). Organisms which grow in pairs; cause such infections as pneumonia and spinal meningitis. (Singular, diplococcus)

B. Bacilli (Lat. bacillus -- little stick). Rod-shaped organisms. Many are spore producers. Tuberculosis and lockjaw are caused by bacilli. (Singular, bacillus)

C. Spirilla (Lat. spira -- a coil). Coil-shaped organisms. Asiatic cholera and syphilis are caused by spirilla. (Singular, spirillum)

2. Illustrations -- Transparencies

   a. Types of Bacteria - Cocci -- I-2.1.1.a
   b. Types of Bacteria - Bacilli -- I-2.1.1.b
   c. Types of Bacteria - Spirilla -- I-2.1.1.c

3. Demonstration -- none

Teacher Preparation

1. Compile lecture notes.
2. Assemble available transparencies and prepare overhead projector for use.

Teaching Tips

Ways of differenciating classifications of bacteria:

a. Cocci -- round-shaped, like the letters in the word "cocci"

b. Bacilli -- rod-shaped, like the last four letters in the word "bacilli"

c. Spirilla -- coil-shaped, like a spiral staircase

Student Activity

1. Preparation

   Read pages 23-25 inclusive, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Fill in pages 15-16, Workbook for Beauty Culture Theory
   b. Study "Word Review," page 16 of Workbook for Beauty Culture Theory

4. Evaluation-- The following may be used orally or as a 10-point quiz.

   1. (Bacteriology) is the study of minute micro-organisms.

   2. These micro-organisms are called (bacteria).

   3. The cosmetologist is more concerned with (harmful, harmless) bacteria.

   4. Another name for harmful bacteria is (pathogenic) bacteria.

   5. (Non-pathogenic) bacteria are beneficial bacteria.

   6. The process of (sterilization) is necessary to kill bacteria.

   7. Bacteria are everywhere except in a (sterile) area.

   8. The round-shaped bacteria are called (cocci).

   9. The coil-shaped bacteria are called (spirilla).

   10. (Bacilli) is the name given to the rod-shaped bacteria.

LESSON PLAN

Section 2. Sterilization Practices in the Beauty Salon
2.1 Bacteriology
2.1.2 Bacterial Growth and Infections (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to explain:

a. How bacteria reproduce.
b. The factors that contribute to bacterial growth.
c. How to prevent the growth of bacteria.
d. The causes of infections.

Method

1. Lecture -- Discussion

   Bacterial Growth and Reproduction

   I. Review cell growth -- mitosis, amitosis
   II. Active or vegetive bacteria
   III. Inactive or spore form of bacteria
   V. Bacteria mobility

2. Illustrations

   Transparencies (same as previous lesson)

3. Demonstration -- none

Teacher Preparation

1. Compile lecture notes from available sources.
2. Assemble available transparencies and prepare overhead projector for use.

Teaching Tips

Stress the fact that cleanliness and sanitation discourage the growth of bacteria and therefore should be practiced in the beauty salon. The methods of sanitation used in the salon can prevent the spread of disease.

Student Activity

1. Preparation

   Read page 26, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Review questions and answers on pages 28 and 29, Standard Textbook of Cosmetology.

   b. Do rapid-review test, page 18.

   c. Know the meaning of the following:

      spore mobility mitosis

4. Evaluation

   Evaluation is done by oral questions during lecture time to evaluate the student's understanding of previous lesson on bacteria, as well as current lecture. Following the next bacteria lesson, a test should be given on the three lessons.

Beauty Culture I

LESSON PLAN

Section 2. Sterilization
2.1 Bacteriology
2.1.3 Infections, Infectious Agents, and Immunity (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Explain what an infection is and what the causes of infections are.

b. Describe the various methods of preventing infection.

Method

1. Lecture -- Discussion

I. Infections and infectious agents

A. Local infection
B. General infection

II. Carriers of infection

A. The air we breathe
B. Food we eat
C. Inanimate objects, or anything else put in the mouth
D. Personal contact -- kissing, shaking hands; coughing, sneezing
E. Water
F. Animals and insects

III. How infections get into the body

1. Through tissues (cold)
2. Blood stream (cut)
3. Lymph vessels (injection)

IV. How they do damage once they are in the blood stream

V. Immunity

1. Natural immunity
2. Acquired immunity

2. Illustrations -- Transparencies

Bacteria of Common Communicable Diseases -- I-2.1.3.a
Animal Parasite --Scabies Mite -- I-2.1.3.b
Animal Parasite--Pediculus -- I-2.1.3.c

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.
2. Check whether overhead projector is ready for use.
3. Prepare transparencies for use.

Teaching Tips

Point out that one of the reasons for State licensing is to assure the public of the good health of the operator.

Student Activity

1. Preparation

   Read pages 27 and 28, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Review questions and answers on pages 28 and 29, Standard Textbook of Cosmetology

   b. Fill in page 17, Workbook for Beauty Culture Theory

   c. Know the meaning of the following:

      diphtheria
      pediculosis
      ringworm
      favus
      carrier
      contagious
      virus
      typhoid
      typhus
      immunity
      fungi
      antitoxin
      lice

4. Evaluation

   Test I-2.1.3 -- Bacteriology, is given as an evaluation of the three lesson plans on bacteriology.

UNIT PLAN

Section 2. Sterilization Practices in the Beauty Salon
Unit 2.2 Sterilization

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Explain the reasons for sterilization in the beauty salon.
2. Differentiate between the kinds of sterilizing solutions used in the beauty salon and explain their various uses.

LESSON SEQUENCE

2.2.1	Introduction to Sterilization
2.2.2	Quaternary Ammonium Compounds and Their Use
2.2.3	Sanitation
2.2.4	Chemicals for Sterilization
2.2.5	How To Sterilize Manicure Implements
2.2.6	Sterilization with Chemical Solutions

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 2. Sterilization Practices in the Beauty Salon
2.2 Sterilization
2.2.1 Introduction to Sterilization (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to explain:

a. The fundmentals of sterilization.
b. The need for sterilization in the beauty salon.
c. The safety precautions advocated in the practice of sterilization, and demonstrate by adhering to them.

Method

1. Lecture -- Discussion

   I. Introduction to sterilization (Lat. sterilis -- barren, incapable of reproduction)

      Meaning

   II. Importance of sterilization

   III. Methods of sterilization

      A. Physical agents (heat, light, cold)
         a. Boiling water
         b. Steam
         c. Ultraviolet rays or radiation
         d. Freezing

      B. Chemical agents

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Gather lecture notes.

Teaching Tips

Although sterilization is not a trade skill, it is one of the most important requirements for operating a successful beauty salon.

Student Activity

1. Preparation

   Read pages 30 and 31, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Fill in page 19, Workbook for Beauty Culture Theory

   b. Know the meaning of the following:

      sterilization
      sterile
      antiseptic
      disinfectant
      vapor
      fumigant
      sanitizer

4. Evaluation -- The following may be used orally or as a 10-point quiz.

      sterilize
      alcohol
      disinfect
      antiseptic
      fumigant
      steaming
      ultraviolet
      sterile
      sanitize
      disinfectant

   1. (Sterilize) -- to make sterile or free from micro-organisms

   2. (Sanitize) -- to render objects clean and sanitary

   3. (Antiseptic) -- a chemical agent which may kill or retard the growth of bacteria

   4. (Fumigant) -- vapor used to keep clean objects sanitary

   5. (Disinfectant)-- a chemical agent having the power to destroy bacteria

   6. (Sterile) -- free from all germs

   7. (Disinfect) -- to destroy harmful micro-organisms on any object

   8. (Steaming) -- a method of sterilization through moist heat

   9. (Ultraviolet) -- rays used in an electric sanitizer

   10. (Alcohol) -- chemical used to sterilize metal implements

Beauty Culture I

LESSON PLAN

Section 2. Sterilization Practices in the Beauty Salon
2.2 Sterilization
2.2.2 Quaternary Ammonium Compounds and Their Use (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Identify quaternary ammonium compounds and tell how they are used.

b. Explain the various strengths of quaternary ammonium compounds and their properties.

Methods

1. Lecture -- Discussion

   I. Introduction to quats

      A. Advantages
      B. Disadvantages

   II. Various strengths

      Mathematics lesson on percentages

   III. How they are used

2. Illustration -- Transparencies

   Using 10% Active Ingredient -- I-2.2.2.a
   Using 12½% Active Ingredient -- I-2.2.2.b
   Using 15% Active Ingredient -- I-2.2.2.c

3. Demonstration

   Teacher should mix solution to be used and pour it into the proper places, such as manicure sterilizer and brush and comb sterilizer.

Teacher Preparation

1. Gather lecture notes.
2. Prepare overhead projector for use.
3. Assemble transparencies.
4. Have ready for demonstration:
   a. Solution
   b. Manicure sterilizer
   c. Brush and comb sterilizer
   d. Gallon jug

Teaching Tips

Incorrect mixtures will not do what is expected of them, so one must be especially careful to use the correct amount and strength of quat.

Student Activity

1. Preparation

   Read page 32, Standard Textbook of Cosmetology

2. Performance

   A student, given a limited time to sterilize manicure implements, will use a quaternary ammonium compound and identify the various trade names used for this chemical.

3. Assignment

   a. Fill in pages 20 and 21, Workbook for Beauty Culture Theory

   b. Know the meaning of the following:

      active ingredient — rust inhibitor — immersion time
      10% solution — sodium nitrate

4. Evaluation -- The following may be used orally:

   True or False

   1. (True) One of the advantages of using an ammonium quaternary compound is that it disinfects in a short time.

   2. (False) Quats have a strong odor.

   3. (True) Quats are colorless chemicals.

   4. (True) If the commercial solution of quats does not contain a rust inhibitor, sodium nitrate may be added.

   5. (True) Quaternary ammonium compounds come under commercial trade names that will tell the percentage of active ingredients.

Beauty Culture I

LESSON PLAN

Section 2. Sterilization Practices in the Beauty Salon
2.2 Sterilization
2.2.3 Sanitation (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Explain the fundamentals of beauty salon sanitation.

b. List and practice sanitary habits in the daily use of cosmetics and beauty-shop supplies.

Method

1. Lecture -- Discussion

   Rules of Sanitation (Based on H.O.S. I-2.2.3 -- from the Rules and Regulations for the Beauty Culture Industry by the New Jersey Department of Law and Public Safety)

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Obtain HOS I-2.2.3 -- The Rules of Sanitation from the Rules and Regulations for the Beauty Culture Industry.

Teaching Tips

Point out which rules are State rules which must be observed and which rules are merely recommended.

Student Activity

1. Preparation

   Read pages 36-38 inclusive, Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Review questions and answers, page 40, Standard Textbook of Cosmetology

b. Fill in page 23, Workbook for Beauty Culture Theory.

4. Evaluation

Evaluation is done on a daily basis as student applies the rules while doing lab assignments.

Beauty Culture I

LESSON PLAN

Section 2. Sterilization Practices in the Beauty Salon
2.2 Sterilization
2.2.4 Chemicals for Sterilization (1-0)

Objective -- At the conclusion of this lesson, the student will be able to:

Identify and demonstrate the proper usage of the common antiseptics and disinfectants used in the beauty salon.

Method

1. Lecture

   I. Formalin
   II. Alcohol
   III. Eresol
   IV. Hydrogen peroxide
   V. Others

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Assemble lecture notes

Teaching Tips

1. There is a specific use for each chemical in a specific strength, and these chemicals should not be interchanged in use.

2. Mixtures should be specific and exact measurements.

Student Activity

1. Preparation

   Read pages 32-35 inclusive, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   Fill in pages 22 and 24, Workbook for Beauty Culture Theory.

4. Evaluation

The following is taken from the Rules and Regulations of the State Board of Beauty Culture. It may be used orally or as a 10-point quiz.

Fill in blank spaces:

Formula for preparing formaldehyde solution as adopted by the New Jersey State Board of Beauty Culture Control.

1%	solution	1	part	formalin,	39	parts	water
2%	"	2	"	"	38	"	"
3%	"	3	"	"	37	"	"
4%	"	4	"	"	36	"	"
5%	"	5	"	"	35	"	"
10%	"	10	"		30	"	"

For sterilizing clean instruments a 25% solution can be used, consisting of 25 parts formalin, 12 parts water, and 3 parts glycerine. Allow instruments to remain in solution at least 20 minutes. Alcohol (70% to 80%) may also be used for this purpose.

Beauty Culture I

LESSON PLAN

Section 2. Sterilization Practices in the Beauty Salon
2.2 Sterilization
2.2.5 How To Sterilize Manicure Implements (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Demonstrate the various methods used in sterilizing manicure implements.

b. Sterilize manicure implements properly.

Methods

1. Lecture -- Discussion

   a. Discuss and explain H.O.S. I-2.2.5 -- Job Procedure-How To Sterilize Manicure Implements.

2. Illustration -- none

3. Demonstration

   a. How to prepare a manicure sterilizer for use.
   b. How to sanitize a buffer.
   c. How to sterilize a nailfile.

Teacher Preparation

1. Obtain HOS I-2.2.5 -- Job Procedure-How To Sterilize Manicure Implements, for each student.

2. Assemble materials for demonstration: manicure sterilizer, cotton, barbicide, buffer, nailfile, alcohol.

Teaching Tips

1. Point out that patrons notice more than we realize about our habits of order and cleanliness.

2. Point out that the manicure table should be kept neat and orderly at all times.

Student Activity

1. Preparation

   Assemble all manicure implements for sterilization.

2. Performance

   Sterilize manicure implements.

3. Assignment

   Keep sterilized manicure implements in a plastic bag in tool kit so implements will remain sanitized.

4. Evaluation

   Evaluation is done by the instructor on a daily basis by observing the care of manicure implements in tool kits and during manicures.

Beauty Culture I

LESSON PLAN

Section 2. Sterilization Practices in the Beauty Salon
2.2 Sterilization
2.2.6 Sterization with Chemical Solutions (2-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Sterilize metallic implements with a chemical solution.

b. Sterilize combs and brushes with chemical solutions.

Method

1. Lecture -- Discussion

   a. Discuss HOS I-2.2.6.a -- Job Procedure-Sterilization of Metallic Implements with Chemical Solution

   b. Discuss HOS I-2.2.6.b -- Job Procedure-Sterilization with Chemical Solutions.

2. Illustration -- none

3. Demonstration

   a. Show how to sterilize shears, shaper, and manicure nipper.
   b. Show how to sterilize combs and brushes.

Teacher Preparation

1. Obtain HOS I-2.2.6.a -- Sterilization of Metallic Implements with Chemical Solution and HOS I-2.2.6.b -- Sterilization with Chemical Solutions, for each student.

2. Assemble materials for demonstration: snears, shaper, nipper, comb, and brush.

Teaching Tips

There is proven need for stressing the importance of sterilization, for in spite of the emphasis put on sterilization practices, there are still unsanitary shops.

Student Activity

1. Preparation

   Assemble the following for sterilizing: combs, brushes, shears, shapers, nippers.

2. Performance

   Given the barbicide solution, each student will sterilize combs, brushes, shears, shapers, and nippers following instructor's instructions.

3. Assignment -- none

4. Evaluation

   Evaluation of the entire section on sterilization should be done by using Test I-2.2.6 -- Sterilization and Sanitation.

UNIT PLAN

Section 3. Scalp and Hair Applications and Shampooing
Unit 3.1 Shampooing

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Demonstrate the proper method of preparing patrons for beauty salon services.
2. Demonstrate the professional method of shampooing a patron
3. Demonstrate the use of the various shampoos and when they should be used.

LESSON SEQUENCE

3.1.1 Patron Preparation and Preparatory Brushing
3.1.2 Plain Shampoo
3.1.3 Hot Oil Shampoo
3.1.4 Shampoo for Oily Hair

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.1 Shampooing
3.1.1 Patron Preparation and Preparatory Brushing (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Describe and demonstrate the various methods used to place the patron's apron securely around her neck.

b. Explain why this knowledge is important.

c. Describe when these various methods are used.

d. Perform proper preparatory brushing.

Method

1. Lecture -- Discussion -- Demonstration

The lecture and demonstration should be done together.

I. Using a cloth towel
II. Using a paper towel
III. Using a sanek strip

Stress these points:

1. The apron is to protect the patron and her clothing, so it must be wrapped completely around the neck, leaving no gaps.

2. During operations like tinting or permanent waving, a second towel should be placed over the first so the patron will remain clean and dry throughout the service without towel changes, which take a lot of time.

IV. Preliminary or preparatory brushing

A. Technique -- HOS I-3.1.1 -- Job Procedures-How To Perform a Preliminary Brushing

B. Benefits to patron and operator

1. Loosens dry scale
2. Stimulates scalp
3. Enables operator to observe diseases or disorders of the scalp

2. Illustration -- none

3. Demonstration -- In conjunction with lecture

Teacher Preparation

1. Obtain HOS I-3.1.1 -- Job Procedures-How To Perform a Preliminary Brushing, for each student.

2. Assemble materials for demonstration: apron, towel, sanek strip, paper towel.

3. Assemble notes for lecture.

Teaching Tips

In many cases the preliminary brushing is the patron's introduction to the operator. The operator should make an effort to make a good first impression.

Student Activity

1. Preparation

   Assemble the following for demonstration: apron, towels, sanek strips, paper towels.

2. Performance

   a. Prepare partner, using all three methods: cloth towel, paper towel, sanek strip.
   b. Give partner a preliminary brushing.

3. Assignment -- none

4. Evaluation is done by instructor's checking students as they perform procedures noted in objectives.

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.1 Shampooing
3.1.2 Plain Shampoo (3-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Give a complete professional shampoo comfortably and efficiently, in a minimum of time.

b. Explain what the benefits and effects of a good shampoo are.

Method

1. Lecture -- Discussion

   I. Introduction to the plain shampoo
   II. Procedure of a plain shampoo
      A. Review HOS I-3.1 2.a -- Job Procedure-Plain Shampoo
      B. Review HOS I-3.1.2.b -- Job Procedure-Manipulations with a Plain Shampoo

2. Illustration -- none

3. Demonstration

   Demonstrate the plain shampoo, including scalp manipulations used during shampooing.

Teacher Preparation

1. Obtain HOS I-3.1.2.a -- Job Procedure-Plain Shampoo, for each student.

2. Obtain HOS I-3.1.2.b -- Job Procedure-Manipulations with a Plain Shampoo, for each student.

Teaching Tips

Point out the effect that hard and soft water have on the shampoo.

Student Activity

1. Preparation

   Read pages 43-50 inclusive, Standard Textbook of Cosmetology.

2. Performance

   Give partner a plain shampoo, using proper manipulations.

3. Assignment

   Review questions and answers page 51, Standard Textbook of Cosmetology.

4. Evaluation

   Evaluation is by teacher's observation during the student's demonstration, with special attention to the following:

   a. How the student controls the hose.
   b. How the student performs the scalp manipulations.
   c. How the student rinses the hair, especially in the nape area.
   d. Whether the student leaves the hair dripping.
   e. Whether the student combs the hair as soon as the shampoo is finished.

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.1 Shampooing
3.1.3 Hot Oil Shampoo (3-0)

Objective -- At the conclusion of this lesson, the student will:

Give a hot-oil shampoo efficiently and professionally.

Method

1. Lecture

    I. Introduction to the hot-oil shampoo
    II. Reasons for the hot-oil shampoo
        1. To correct a dry scalp condition
        2. To correct a dry and brittle hair condition
    III. Procedure for the hot-oil shampoo
        Discuss HOS I-3.1.3 -- Job Procedures-Hot Oil Shampoo

2. Illustration -- none

3. Demonstration

    Demonstrate the hot-oil shampoo and stress how it differs from a plain shampoo.

Teacher Preparation

1. Obtain HOS I-3.1.3 -- Job Procedure-Hot-Oil Shampoo, for each student.

2. Assemble materials for demonstration: apron, towels, oil shampoo, heater, cotton.

Teaching Tips

A hot-oil shampoo is given because it takes less time than an oil treatment. It is not as beneficial as a treatment, which is given with a soluble lubricant which is easily absorbed.

Student Activity

Preparation

a. Have notebooks and pens ready for taking notes.
b. Have capes and towels ready for shampooing.

Performance

Shampoo partner.

Assignment -- none

Evaluation

The students will each administer a hot-oil shampoo. The following points should be considered:

1. Preparation of the patron.
2. Parting of the hair for proper application of hot-oil shampoo.
3. Proper rinsing.

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Application and Shampooing
3.1 Shampooing
3.1.4 Shampoo for Oily Hair (0-2)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Recognize excessively oily hair

b. Select shampoo best suited for oily hair and demonstrate how it should be used.

Method

1. Lecture

   I. Sulfonated oils
   II. Sulfonated fatty alcohols
   III. Miscellaneous products
   IV. HOS I-3.1.4 -- Job Procedure-Soapless Oil Shampoo

2. Illustration -- none

3. Demonstration

   Teacher should demonstrate by giving a student a soapless oil shampoo.

Teacher Preparation

1. Assemble lecture notes

2. Obtain HOS I-3.1.4 -- Job Procedure-Soapless Oil Shampoo, for each student.

3. Assemble materials for demonstration: apron, towels, soapless oil shampoo.

Teaching Tips

Point out that the cosmotologist should be able to judge whether hair is excessively oily. Most hair becomes oily after a period of time, but is not considered excessively oily as the professional refers to it.

Student Activity

1. Preparation

   a. Have notebooks and pens ready for taking notes.

   b. Have capes and towels and shampoo ready.

2. Performance

   Give soapless oil shampoo to partner.

3. Assignment -- Study notes

4. Evaluation

   The student will give a shampoo on excessively oily hair.

   1. Check application procedure for soapless oil shampoo.

   2. Check whether soapless oil shampoo has been rinsed out properly.

Beauty Culture I

UNIT PLAN

Section 3. Scalp and Hair Applications and Shampooing
Unit 3.2 The Skin

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Describe the anatomy and the physiology of skin.

2. List and explain the disorders of the skin and scalp.

LESSON SEQUENCE

3.2.1 Introduction to Dermatology
3.2.2 Histology of Skin
3.2.3 Functions of Skin
3.2.4 Nomenclature of the Diseases and Disorders of the Skin and Scalp
3.2.5 Lesions of the Skin
3.2.6 Disorders of the Sebaceous and Sudoriferous Glands
3.2.7 Dandruff and Alopecia
3.2.8 Other Disorders of the Skin

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.2 The Skin
3.2.1 Introduction to Dermatology (1-0)

Objectives -- At the conclusion of this lesson, the students will be able to:

a. Demonstrate a knowledge of how the skin is nourished, as well as the properties of the skin.

b. Demonstrate, by the care to which they give their own skin, an understanding of how proper skin care contributes to health and beauty.

Method

1. Lecture

   I. Introduction to dermatology
      1. Largest organ of the body
      2. Appendages of skin
   II. Nourishment of skin
   III. Elasticity of skin
   IV. Color of skin
   V. Glands of the skin
      1. Sebaceous glands
      2. Sudoriferous glands

2. Illustrations -- Transparencies

   Skin Section Showing Oil Gland and Sweat Gland -- I-3.2.1.a
   Nerves of the Skin -- I-3.2.1.b

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Prepare overhead projector for use.
3. Secure transparencies for use.

Teaching Tips

Contrary to the general belief which is encouraged by the cosmetics industry, the skin is not a delicate, fragile membrane. To appreciate its toughness, we could compare it to leather, which is an animal skin.

Student Activity

1. Preparation

    a. Have notebooks and pens ready for taking notes.

    b. Read pages 377 and 380-382, Standard Textbook of Cosmetology

2. Performance -- none

3. Know the meaning of the following:

    dermatology
    secretion
    elasticity
    pliability
    sebaceous
    melanin
    excretion
    absorption
    duct gland
    appendage
    sebum
    suderiferous

4. Evaluation

    Evaluate by asking the class questions. A test will be given after the next two lesson plans, Histology of Skin and Functions of Skin.

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.2 The Skin
3.2.2 Histology of Skin (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

Identify the various layers of the skin by name and list their particular functions.

Method

1. Lecture

   I. Epidermis
      A. Stratum corneum
      B. Stratum lucidum
      C. Stratum granulosum
      D. Stratum germinativum
   II. Dermis
      A. Papillary layer
      B. Reticular layer
   III. Subcutaneous layer

2. Illustrations

   I. Transparency -- Cross Section of Skin -- I-3.2.2

   II. Poster -- Cross Section of Skin
   (Available from Milady Publishing Corp., 3839 White Plains Road, Bronx, N.Y., 10467)

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Check overhead projector for use.
3. Prepare transparency for use.
4. Place poster in a convenient location.

Teaching Tips

Whatever occurs, good or bad, in the subcutaneous layer of the skin will eventually show its effects in the epidermal layer of the skin. Nourishment, disorders or diseases of the circulatory system, or chemical effects from medicine are such occurrences.

Student Activity

1. Preparation

   —Read pages 377-379, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Fill in pages 57-60, Workbook for Beauty Culture Theory.

   b. Know the meaning of the following:

      epidermis
      stratum mucosum
      stratum corneum
      superficial
      dermis
      corium
      stratum lucidum
      subcutis
      papillary
      stratum granulosum

4. Evaluation

   Use HOS I-3.2.2 -- Histology of Skin. Have student fill it in properly, identifying the various layers and parts.

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.2 The Skin
3.2.3 Functions of Skin (1-0)

Objective -- At the conclusion of this lesson, the student will:

Know and understand the functions of the skin.

Method

1. Lecture -- Functions of Skin

   I. Heat regulation
   II. Absorption
   III. Secretion
   IV. Protection
   V. Elimination
   VI. Sensation

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Assemble lecture notes.

Teaching Tips

When the body is completely painted, as in the movie "Goldfinger" or in the parades of ancient Rome, people died. The lack of what function or functions do you think caused death?

Student Activity

1. Preparation

   Read page 382, Standard Textbook of Cosmetology

2, Performance -- none

3. Assignment

   Study for a test on the skin.

4. Evaluation

   Test on The Skin -- I-3.2.3

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.2 The Skin
3.2.4 Nomenclature of Diseases and Disorders of the Skin and Scalp (1-0)

Objective -- At the conclusion of this lesson, the student will:

Demonstrate his familiarity with the vocabulary used in the the study of the disorders of tne skin and scalp by correctly defining 75% of the terms listed.

Method

1. Lecture

   I. Introduction to the Study of Disorders of the Skin and Scalp

   II. Vocabulary:

   dermatology
   pathology
   diagnosis
   chronic disease
   congenital disease
   parasitic disease
   venereal disease
   inflammation
   prognosis
   etiology
   acute disease
   contagious disease
   occupational disease
   pathogenic disease
   epidemic
   allergen
   dermatologist
   disease
   infectious disease
   seasonal disease
   systemic disease
   allergy
   allergic

2. Illustration

   Transparency -- Nomenclature of Diseases and Disorders -- I-3.2.4

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Prepare overhead projector for use.
3. Prepare transparency for use.

Teaching Tips

If this lesson is taught effectively, the following lessons will be much easier for the students and the instructor.

Student Activity

1. Preparation

   Read page 400 and pages 402-403, Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   Study vocabulary words

4. Evaluation

   Evaluation should be done in class with a question and answer period.
   Student will also be given a word list, of which at least 75% should be correctly defined.

Beauty Culture I

LESSON PLAN

Section 3 Scalp and Hair Applications and Shampooing
3.2 The Skin
3.2.5 Lesions of the Skin (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Recognize the primary and secondary lesions of the skin.

b. List the few disorders of the skin that can be treated by the cosmetologist.

Method

1. Lecture

   I. Primary Lesions
      A. Macule
      B. Papule
      C. Wheal
      D. Tubercle
      E. Tumor
      F. Vesicle
      G. Bulla
      H. Pustule

   II. Secondary Lesions
      A. Scale
      B. Crust
      C. Excoriation
      D. Fissure
      E. Ulcer
      F. Scar
      G. Stain

2. Illustration -- Transparencies

   Primary Lesions of the Skin -- I-3.2.5.a
   Secondary Lesions of the Skin -- I-3.2.5.b

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Prepare overhead projector.
3. Get transparencies.

Teaching Tips

Emphasize the sanitary measures required to prevent the spread of infectious diseases in the beauty salon.

Student Activity

1. Preparation

   Read pages 401 and 402, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Study the words covered in the lesson.

   b. Fill in pages 67 and 68, Workbook for Beauty Culture Theory.

4. Evaluation

   Students should be able to identify both primary and secondary lesions from teacher's description.

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.2 The Skin
3.2.6 Disorders of the Sebaceous and Sudoriferous Glands (1-0)

Objectives -- At the conclusion of this lesson, the students will be able to:

a. Recognize the disorders of the sebaceous and sudoriferous glands and explain how to treat them.

b. Recognize and list a representative sample of the disorders which should be referred to a physician.

Method

1. Lecture

I. Disorders of the Sebaceous Glands

A. Asteatosis
B. Steatoma or sebaceous cyst
C. Comedones
D. Milia
E. Seborrhea
F. Acne
    1. Acne vulgaris or simplex
    2. Artificialis
    3. Ciliaris
    4. Generalis
    5. Indurata
    6. Keratosa
    7. Rosacea
    8. Punctata
    9. Albida

II. Disorders of the Sudoriferous Glands

A. Hyperidrosis
B. Bromidrosis
C. Miliaria rubra
D. Chromidrosis
E. Hemidrosis
F. Hydrocystoma
G. Uridrosis
H. Sudamen
I. Miliary fever
J. Anidrosis

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Assemble lecture notes.

Teaching Tips

1. Careful description of these conditions will do more than poor pictures or diagrams. Unless actual pictures can be obtained, description and discussion is more effective.

2. Point out what the cosmetologist can treat and how, but what must be referred to a physician.

Student Activity

1. Preparation

   Know the words from the previous lesson.

2. Performance -- none

3. Assignment

   a. Fill in pages 69-71 inclusive, Workbook for Beauty Culture Theory.

   b. Become familiar with the words covered in the lesson.

4. Evaluation

   There should be a question and answer period at the end of the lecture period.
   Each student will recognize from each other or photographs, the presence of common skin disorders.

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.2 The Skin
3.2.7 Dandruff and Alopecia (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Identify and explain the difference between oily and dry dandruff and how they should be treated.

b. Identify from photographs the different kinds of alopecia and explain the proper treatment.

Method

1. Lecture -- Discussion

   I. Dandruff
      A. Pityriasis capitis simplex
      B. Pityriasis steatoides

   II. Alopecia
      A. Alopecia senilis
      B. Alopecia prematura
      C. Alopecia areata
      D. Alopecia totalis

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Assemble lecture notes.

Teaching Tips

This lesson should be taught with a dialog between teacher and student to keep student's interest. Drawings are inadequate representations of these disorders.

Student Activity

1. Preparation

Read pages 405 and 407, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   a. Learn the technical terms used in the lesson.

   b. Fill in pages 72 and 74, Workbook for Beauty Culture Theory.

4. Evaluation

   Evaluation is done by oral questions.

   Performance:

   (a) Each student, when possible, will identify oily and dry dandruff on classmate or patron and administer the proper treatment.

   (b) See objective (b).

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.2 The Skin
3.2.8 Other Disorders of the Skin (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Identify the inflammatory conditions of the skin and scalp.

b. Recognize the parasitic contagious infections and explain why the cosmetologist should not serve a patron who has such an infection.

c. Explain the reasons for various pigmentations of the skin.

Method

1. Lecture

   I. Inflammations
      A. Dermatitis
      B. Eczema
      C. Psoriasis
      D. Herpes simplex

   II. Vegetable and Animal Parasites
      A. Ringworm (tinea)
      B. Scabies
      C. Pediculosis

   III. Pigmentations
      A. Tan
      B. Lentigines
      C. Stains
      D. Choloasma
      E. Naevus
      F. Leucoderma
      G. Vitiligo
      H. Albinism

   IV. Hypertrophies (new growths)
      A. Keratoma
      B. Moles
      C. Verrucae (warts)

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Assemble lecture notes.

Teaching Tips

The object of the lesson is to acquaint the student with the variety of skin and scalp disorders, few of which can be treated by the cosmetologist. Emphasize that the cosmetologist should refuse to serve anyone who has a contagious infection.

Student Activity

1. Preparation

   Read pages 407-410, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment

   Study pages 73 and 74, Workbook for Beauty Culture Theory.

4. Evaluation

   Test I-3.2.8 -- Disorders of the Skin and Scalp, should be given after this lesson.

Beauty Culture I

UNIT PLAN

Section 3. Scalp and Hair Application and Shampooing
Unit 3.3 The Scalp

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Describe the anatomy and physiology of the scalp, neck, and back.

2. Explain proper care of scalp disorders.

3. Recognize scalp diseases.

LESSON SEQUENCE

3.3.1 Bones of the Cranium
3.3.2 Muscles of the Scalp, Neck, and Back.
3.3.3 Treatment for Dry Scalp

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.3 The Scalp
3.3.1 Bones of the Cranium (1-0)

Objective -- At the conclusion of this lesson, the student will be able to:

Identify the bones of the cranium and their location.

Method

1. Lecture -- Discussion
   - I. Occipital
   - II. Parietal
   - III. Frontal
   - IV. Temporal
   - V. Ethmoid
   - VI. Sphenoid

2. Illustration

   Transparency -- Bones of the Cranium -- I-3.3.1

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Prepare transparency.
3. Prepare overhead projector for use.

Teaching Tips

Stress that knowledge of the anatomy of the scalp is necessary for proper manipulations in many cosmetology services.

Student Activity

1. Preparation
   Read page 332, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment
   Draw a picture or trace from the textbook the cranial bone structure, identifying the bones.

4. Evaluation
   Distribute HOS I-3.3.1 -- Bones of the Cranium, and have students fill in the proper spaces.

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.3 The Scalp
3.3.2 Muscles of the Scalp, Neck, and Back (1-0)

Objective -- At the conclusion of this lesson, the student will be able to:

Identify the muscles of the scalp, neck, and back.

Method

1. Lecture -- Discussion

   I. Muscles of the scalp
      A. Epicranius
         1. Aponeurosis
      B. Occipitalis
      C. Frontalis

   II. Muscles of the neck and back
      A. Platysma
      B. Sterno-cleido-mastoid
      C. Trapezius
      D. Latissimus dorsi

2. Illustrations -- Transparencies

   Muscles of the Scalp -- I-3.3.2.a
   Muscles of the Neck -- I-3.3.2.b
   Muscles of the Back -- I-3.3.2.c

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Prepare transparencies.
3. Prepare overhead projector for use.

Teaching Tips

Coordinate this lesson with previous lessons on bones, showing the relationship of the muscles and bones.

Student Activity

1. Preparation
   a. Read page 342, Standard Textbook of Cosmetology
   b. Read page 344, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment
   Know the location and function of the muscles of the scalp, neck, and back.

4. Evaluation -- The following may be given orally or as a 10-point quiz.

   Choose the correct word from the following:

   epicranius
   platysma
   trapezius
   occipitalis
   sterno-cleido-mastoid
   latissimus dorsi
   frontalis

   1. (Platysma)extends from the large muscles of the chest and outer shoulder upward along each side of the neck.
   2. (Sterno-cleido-mastoid) draws the head toward the shoulder; rotates and bends the head as in nodding.
   3. (Epicranius) covers the scalp from the eyebrows back to the occipital bone.
   4. (Frontalis) raises the eyebrows, causing the forehead to wrinkle.
   5. (Trapezius) covers upper part of back and neck.
   6. (Occipitalis) is located at the posterior part of the skull.
   7. (Latissimus dorsi) is attached to the lower ribs and covers the middle region of the back.
   8. (Aponeurosis) connects the occipitalis and frontalis.
   9. (Frontalis) is the anterior part of epicranius.
   10. (Occipitalis) is the posterior part of the epicranius.

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.3 The Scalp
3.3.3 Treatment for Dry Scalp (0-2)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Recognize a dry scalp condition.
b. Properly treat a dry scalp condition.

Method

1. Lecture -- Demonstration

    I. Causes of dry scalp
        A. Bleaching
        B. Permanent waving
        C. Exposure to too much sun
        D. Improper diet

    II. How to treat dry scalp
    III. Benefits derived from treatments

2. Illustration -- none

3. Demonstration

    1. Review brushing techniques.
    2. Give treatment to student while lecturing.

Teacher Preparation

1. Assemble lecture notes.
2. Assemble the following materials: scalp cream, heating cap, brush, spatula, paper cup, comb, towels, mild shampoo.
3. Distribute HOS I-3.3.3.a -- Job Procedure-Dry Scalp Treatment
4. Distribute HOS I-3.3.3.b -- Job Procedure-Scalp Manipulations

Teaching Tips

1. Most patrons go to a beauty salon for this service because of the emotional benefits rather than the physical ones.

2. Stress the importance of scalp manipulations and the heating cap.

Student Activity

1. Preparation

   Prepare materials for treatment of dry scalp.

2. Performance

   Give partner treatment for dry scalp.

3. Assignment -- none

4. Evaluation

   Evaluation is made by instructor while student is demonstrating treatment, with special attention to the following points:

   a. Application of cream and distribution over scalp

   b. Manipulations

   c. Final rinse

UNIT PLAN

Section 3. Scalp and Hair Application and Shampooing
Unit 3.4 The Hair

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Explain the histology of the hair.
2. Demonstrate to the instructor the means by which to test the hair for porosity.
3. Prove her analysis by properly treating hair.

LESSON SEQUENCE

3.4.1 Introduction to Trichology
3.4.2 Histology of Hair
3.4.3 Hair Analysis

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.4 The Hair
3.4.1 Introduction to Trichology (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Define a list of selected terms used in Trichology (study of hair).

b. Identify the chemical composition of hair.

Method

1. Lecture

    I. Introduction to the study of hair

    - A. Distribution
    - B. Growth
    - C. Vocabulary
        - appendage
        - trichology
        - protein
        - keratin
        - carbon
        - hair stream
        - whorl
        - hydrogen
        - nitrogen
        - sulphur
        - oxygen
        - sebaceous
        - barba
        - albino
        - sebum
        - hirsuties
        - hypertrichosis
        - capilli
        - cilia
        - supercilia
        - cowlick

    II. Composition of hair

    - A. Protein -- keratin
    - B. Chemical composition
        1. Carbon 50.65%
        2. Hydrogen 6.35%
        3. Nitrogen 17.14%
        4. Sulphur 5.00%
        5. Oxygen 20.85%

    III. Division of hair

    - A. Hair root
    - B. Hair shaft

2. Illustrations -- Transparencies

    I-3.4.1.a -- Division of Hair
    I-3.4.1.b -- Replacement of Hair

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Prepare transparencies.
3. Prepare overhead projector for use.

Teaching Tips

Because this is one of the most important lessons in the course, be sure it is covered thoroughly. Ask many questions during the lecture to be sure the students understand.

Student Activity

1. Preparation
   Read pages 385-396 inclusive, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment
   Review questions and answers, pages 394-396, Standard Textbook of Cosmetology.

4. Evaluation -- The following may be used orally or as a 10-point quiz.

   1. The technical term for the study of hair is (trichology).

   2. The coloring matter in the hair is called (melanin).

   3. The protein found in hair is called (keratin).

   4. The (hair root) is the portion of the hair structure found beneath the skin surface.

   5. The (hair shaft) is the portion of the hair structure extending above the skin surface.

   6. The major chemical of hair is (carbon), of which there is 50.65%.

   7. The chemical composition varies with the (color) of the hair.

   8. (Lanugo) hair is the fine, soft, downy hair of the body.

   9. Capilli hair is the hair on the (head).

   10. The hair on the eyebrows is called (supercilia) hair.

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.4 The Hair
3.4.2 Histology of Hair (1-0)

Objective -- At the conclusion of this lesson, the student will:

Identify the parts of the physical structure of hair.

Method

1. Lecture

   I. Histology of hair

      A. Hair root
         1. Follicle
         2. Papilla
         3. Bulb

      B. Structure of hair
         1. Cuticle
         2. Cortex
         3. Medulla

      C. Arrector pili muscle
      D. Sebaceous glands

2. Illustrations -- Transparencies

   I-3.4.2.a -- Hair Root
   I-3.4.2.b -- Cross Section of the Hair and Follicle
   I-3.4.2.c -- Arrector Pili Muscle
   I-3.4.2.d -- Sebaceous Gland
   I-3.4.2.e -- Hair and Follicle

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Prepare transparencies.
3. Prepare overhead projector for use.

Teaching Tips

1. For better results as hairdressers, we who are in the beauty culture business must know all about the structure and function of hair.

2. The cuticle of the hair may be compared to the bark of a tree.

Student Activity

1. Preparation

   Read pages 386-387 inclusive, Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Fill in page 61 and top of 62, Workbook for Beauty Culture Theory.

   b. Review words on page 62, Workbook for Beauty Culture Theory, as directed by instructor.

4. Evaluation

   a. Review workbook assignments with the class.

   b. Identify the various sections from a diagram of a hair.

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.4 The Hair
3.4.3 Hair Analysis (1-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Demonstrate how to analyze hair for its porosity.

b. Demonstrate the application of her analysis by properly treating hair.

Method

1. Lecture -- Discussion

   I. How to analyze hair
      A. Sight
      B. Touch
      C. Hearing
      D. Smelling

   II. Hair texture
      A. Diameter
      B. Feel of hair
      C. Differences of structure

   II. Hair porosity
      A. Good
      B. Medium
      C. Poor

   IV. Hair elasticity

2. Illustration -- none

3. Demonstration -- in conjunction with lecture.

Teacher Preparation

Assemble lecture notes.

Teaching Tips

Show students how to stretch hair. Explain the relationship between elasticity and the hair's ability to hold a set or take a good permanent wave. Show how to determine porosity by wetting hair.

Student Activity

1. Preparation
   Read pages 392-394 inclusive, Standard Textbook of Cosmetology.

2. Performance
   Analyze partner's hair and explain analysis to class.

3. Assignment

   a. Fill in pages 62-63, Workbook for Beauty Culture Theory
   b. Review words on page 62, Workbook for Beauty Culture Theory

4. Evaluation

   Instructor should evaluate student's analysis of partner's hair with particular attention to:

   a. Porosity
   b. Elasticity
   c. Texture

   Test I-3.4.3 -- The Hair, may be used here.

Beauty Culture I

UNIT PLAN

Section 3. Scalp and Hair Applications and Shampooing
Unit 3.5 Chemistry of Scalp and Hair Products

OBJECTIVE -- At the conclusion of this unit, the student will be able to:

Describe the chemical properties of the common hair and scalp products.

LESSON SEQUENCE

3.5.1 Introduction to Chemistry Terminology
3.5.2 Chemistry of Scalp and Hair Products

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.5 Chemistry of Scalp and Hair Products
3.5.1 Introduction to Chemistry Terminology (1-0)

Objective -- At the conclusion of this lesson, the student will be able to:

Identify the names of the most fundamental concepts of chemistry.

Method

1. Lecture

   I. Matter
   II. Elements
   III. Atoms
   IV. Molecules
   V. Mixtures
      A. Solutions
      B. Solvents
      C. Colloids
      D. Suspensions
      E. Emulsions
   VI. Acids, bases, and salts

2. Illustration -- Transparencies

   Matter--Liquid, Solid and Gas -- I-3.5.1.a
   Simple Elements -- I-3.5.1.b
   Compounds -- I-3.5.1.c
   The pH Scale -- I.3.5.1.d

3. Demonstration
   Show the difference between an acid and an alkali with litmus paper.

Teacher Preparation

1. Assemble lecture notes.
2. Prepare transparencies.
3. Prepare overhead projector for use.

Teaching Tips

Jello is an example of a colloidal suspension.

Student Activity

1. Preparation
   Read pages 431-435, Standard Textbook of Cosmetology

2. Performance -- none

3. Assignment
   a. Fill in pages 91-94 inclusive, Workbook for Beauty Culture Theory

   b. Know the meaning of the following:

      chemistry
      matter
      gas
      organic
      synthesis
      mixture
      alkali
      pH
      solid
      liquid
      physical change
      chemical change
      compound
      oxide
      base
      volume
      inorganic
      element
      atom
      molecule
      litmus paper
      acid

4. Evaluation -- The following may be used orally or as a 10-point quiz.

      chemistry
      gas
      element
      liquid
      mixture
      matter
      atom
      solid
      compound
      oxidizing agent

   1. (Matter) is that which occupies space.

   2. (Solid) is a form of matter which has a definite shape and volume.

   3. (Liquid) is a form of matter which has a definite volume and takes the shape of its container.

   4. (Chemistry) is the science of the composition of substances and their changes.

   5. (Gas) is a form of matter which has neither a definite shape nor volume.

   6. An (element) is a simple substance made up of similar atoms that cannot be decomposed by chemical means.

   7. A (mixture) is a combination of substances which retain their individual identities.

   8. An (atom) is the smallest quantity of an element that can exist and still retain its chemical properties.

   9. A (compound) is the combination of two or more elements that unite chemically.

   10. An (oxidizing agent) is a substance which gives up its oxygen to another substance.

LESSON PLAN

Section 3. Scalp and Hair Applications and Shampooing
3.5 Chemistry of Scalp and Hair Products
3.5.2 Chemistry of Scalp and Hair Products (1-0)

Objective -- At the conclusion of this lesson, the student will be able to:

Identify the basic chemical properties of the lotions and ointments used in a beauty salon.

Method

1. Lecture
   - I. Scalp Lotions and Ointments
   - II. Hair Dressings
   - III. Shampoos
   - IV. Rinses
2. Illustration -- none
3. Demonstration -- none

Teacher Preparation

Assemble lecture notes.

Teaching Tips

Point out the various items on the pantry shelf which can be used as rinses, etc. Explain why and what they contain. Examples: beets, cherry juice, laundry bluing can be used as rinses; beer, as setting lotion; mayonnaise as hair dressing.

Student Activity

1. Preparation
   Read pages 448-450 inclusive, Standard Textbook of Cosmetology
2. Performance -- none
3. Assignment
   Fill in page 105 and 106, Workbook for Beauty Culture Theory
4. Evaluation
   Evaluation should be done by oral questions based on lecture notes. Given a list of liquid and chemical supplies used in a beauty salon, the student should be able to give the chemical properties of each.

UNIT PLAN

Section 4 Hairstyling
Unit 4.1 Introduction to Hairstyling

OBJECTIVES -- At the conclusion of this unit, the student will:

1. Have a knowledge of terms used in hairstyling.
2. Properly hold a comb and make clockwise and counterclockwise curls.

LESSON SEQUENCE

4.1.1 Hairstyling Terminology
4.1.2 How To Hold a Comb and How To Comb Hair
4.1.3 Clockwise and Counterclockwise Curls, Including O'Clock Curls

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.1 Introduction to Hairstyling
4.1.1 Hairstyling Terminology (1-0)

Objectives -- At the conclusion of this lesson, the student will:

Demonstrate her knowledge of terms used in hairstyling by correctly defining 75% of the terms on the list provided.

Method

1. Lecture

I. Hairstyling terminology

hairstyling
down-shaping
up-shaping
direction
overlapping curl
ridge curl
finger wave
curl
base
bouffant
shaping
forward curl
clockwise
under-direct
standup curl
pincurl wave
roller curl
strand
back combing
hair-shaping pivot
slicing
reverse curl
counterclockwise
over-direct
sculpture curl
skip wave
stem
stem direction
molding
flat curl

II. Parts of a curl and curl mobility

2. Illustration -- Transparencies

Terminology of Hairstyling -- I-4.1.1.a
Terminology of Hairstyling -- I-4.1.1.b
Parts of a Curl -- I-4.1.1.c
Curl Mobility -- I-4.1.1.d

3. Demonstration -- none

Teacher Preparation

1. Assemble lecture notes.
2. Prepare transparencies.
3. Prepare overhead projector for use.

Teaching Tips

Start a discussion by questioning students to find out their basic knowledge of hairstyling terminology.

Student Activity

1. Preparation

   Read pages 129-130 inclusive, Standard Textbook of Cosmetology

2. Performance - none

3. Assignment

   Learn the terms used by professional hairstylists.

4. Evaluation

   Give a ten-point quiz asking the students to define or illustrate the following:

   1. Hairstyling
   2. Slicing
   3. Forward curl
   4. Reverse curl
   5. Under-directed
   6. Clockwise
   7. Stem
   8. Ridge curl
   9. Back combing
   10. Sculpture curl

LESSON PLAN

Section 4. Hairstyling
4.1 Introduction to Hairstyling
4.1.2 How To Hold a Comb and How To Comb Hair (0-2)

Objective -- At the conclusion of this lesson, the student will

Demonstrate the professional methods of holding a comb and combing hair after it has been shampooed.

Method

1. Lecture -- Demonstration
   - I. How to hold a comb securely but lightly.
   - II. How to comb tangled hair after it is shampooed. Explanation of HOS I-4.1.2 -- Job Procedure-How To Comb Tangled Hair
2. Illustration -- none
3. Demonstration -- Combined with lecture.

Teacher Preparation

1. Obtain HOS I-4.1.2 -- Job Procedure-How To Comb Tangled Hair, for each student.
2. Choose student model.
3. Assemble materials: combs, aprons, and towels.

Teaching Tips

Point out that abusing the patron by pulling her hair certainly doesn't help business! The comfort of the patron should be of prime consideration at all times.

Student Activity

1. Preparation
   Assemble materials: combs, apron, and towel.
2. Performance
   Comb partner's hair according to teacher's instructions.
3. Assignment -- none
4. Evaluation
   Evaluation is by teacher's observation of student's performance.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.1 Introduction to Hairstyling
4.1.3 Clockwise and Counterclockwise Curls, Including O'Clock Curls (1-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Demonstrate a clockwise and counterclockwise curl.

b. Know what the professional is referring to when she states that the stem is a certain o'clock curl.

Method

1. Lecture -- Demonstration

   I. Clockwise curl
   II. Counterclockwise curl
   III. O'Clock stems
   IV. Distingushing stem direction and curl direction

2. Illustration -- Transparencies

   Clockwise and Counterclockwise Curls -- I-4.1.3.a
   O'Clock Curls -- I-4.1.3.b

3. Demonstration

   Using a manikin, make various curls, asking students to point out the stem direction and whether they are clockwise or counterclockwise.

Teacher Preparation

1. Prepare transparencies.
2. Prepare overhead projector for use.
3. Assemble materials: manikin, holder, combs, clips.
4. Prepare cards to distribute to students. Put various directions such as "3 o'clock, clockwise curl" on each card. List 6 on each card.

Teaching Tips

Stress the flowing movement in the stem of the curl while demonstrating.

Student Activity

1. Preparation

   Read page 115, Standard Testbook of Cosmetology

2. Performance

   Using prepared cards, make curls on maníkin.

3. Assignment -- none

4. Evaluation

   Teacher should evaluate student's performance, as each makes a clockwise and a counterclockwise curl.

Beauty Culture I

UNIT PLAN

Section 4. Hairstyling
Unit 4.2 Fingerwaving

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Explain the importance of fingerwaving in the art of hairstyling.
2. Execute the proper method of fingerwaving.
3. Demonstrate sets combining the use of fingerwaves and pincurls of various types to be combed into artistic hairstyles

LESSON SEQUENCE

4.2.1. Basic Theory of Fingerwaving
4.2.2 Fingerwaving the Back of the Head
4.2.3 Set Using Fingerwaves and Maypole Curls
4.2.4 Fingerwaving the Whole Head, Using a Side Part
4.2.5 The Horseshoe Wave

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.2 Fingerwaving
4.2.1 Basic Theory of Fingerwaving (3-0)

Objectives -- At the conclusion of this lesson, the student will:

Demonstrate by making a complete fingerwave her understanding that hair during fingerwaving must be combed right down to the scalp.

Method

1. Lecture -- Demonstration
    - I. Introduction to fingerwaving
    - II. Hair lotions
    - III. Technique of fingerwaving
        - a. HOS I-4.2.1 -- Job Procedure-Fingerwaving
    - IV. Precautions and Problems
2. Illustration -- Transparency

    Pincurl in Relation to Fingerwaving -- I-4.2.1
3. Demonstration -- Combined with lecture.

Teacher Preparation

1. Assemble lecture notes.
2. Prepare transparency.
3. Prepare overhead projector for use.

Teaching Tips

Referring to the transparency, point out over-direction and what results from over-direction.

Student Activity

1. Preparation
    Read pages 107-111 inclusive, Standard Textbook of Cosmetology.
2. Performance
    Student should fingerwave one strip of hair that does not require matching on the back of the head of the manikin.

3. Assignment

Review questions and answers, page 112, Standard Textbook of Cosmetology

4. Evaluation

Evaluation may be by observation of performance or by questioning, using the following questions:

1. When fingerwaving, what is your prime wetting agent?
2. How do you protect the patron's clothing?
3. Why must a cosmetologist learn to fingerwave?
4. What types of hair are easiest to fingerwave?
5. Why do we use fingerwaving lotion?
6. Is it harmful to the hair?
7. How much lotion should one use?
8. Why must the hair be combed through to the scalp?
9. Why should a fingerwave be protected by a hairnet when patron is under the dryer? How do you use a hairnet?
10. Give two ways to judge a good fingerwave.

LESSON PLAN

Section 4. Hairstyling
4.2 Fingerwaving
4.2.2 Fingerwaving the Back of the Head (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Fingerwave the back of the head, matching the ridges properly.

b. Fingerwave with a proper curvature of the wave, following the head.

Method

1. Lecture -- Demonstration

   Distribute HOS I-4.2.2 -- Job Procedure-Fingerwaving the Back of the Head. Explain and demonstrate.

2. Illustration -- Transparency

   Fingerwaving the Back of the Head -- I-4.2.2

3. Demonstration -- Combined with lecture.

Teacher Preparation

1. Obtain HOS I-4.2.2 -- Job Procedure-Fingerwaving the Back of the Head, for each student.
2. Assemble materials: manikin, holder, comb, lotion, towels.
3. Prepare transparency.
4. Prepare overhead projector for use.

Teaching Tips
1. Point out that fingerwaving is the basis of all hairstyling.
2. Show how changing the angle of the wave affects the hairstyle.

Student Activity
1. Preparation
   Assemble materials: manikin, holder, combs, lotion, towels.

2. Performance
   Fingerwave back of manikin's head, matching ridges.

3. Assignment -- none

4. Evaluation
   Instructor evaluates by observation of student performance.

LESSON PLAN

Section 4. Hairstyling
4.2 Fingerwaving
4.2.3 Set Using Fingerwaves and Maypole Curls (0-2)

Objective -- At the conclusion of this lesson, the student will:

By the combination of different techniques (curls and fingerwaves), create an interesting hairstyle.

Method

1. Lecture -- Demonstration

   Distribute HOS I-4.2.3 -- Job Procedure-Set Using a Fingerwave and Maypole Curls. Demonstrate the set and explain what you are doing and why.

2. Illustration -- Transparency

   Set Using Fingerwave and Maypole Curls -- I-4.2.3

3. Demonstration -- Combined with lecture

Teacher Preparation

1. Obtain HOS I-4.2.3 -- Job Procedure-Set Using Fingerwave and Maypole Curls, for each student.
2. Assemble materials: manikin, holder, water, towels, comb, hairpins, hairnet.

Teaching Tips

1. The style on the handout sheet should be changed from time to time to reflect the change in styles.
2. Point out that this is the student's first opportunity to do a complete hairstyle.
3. When the manikin is dry, comb out the set. Stress the importance of combing.

Student Activity

1. Preparation

   Assemble materials: manikin, holder, lotion, water, hairpins, comb, towels.

2. Performance

   Students will set manikin's hair using HOS I-4.2.3 -- Job Procedure-Set Using Fingerwave and Maypole Curls.

3. Assignment -- none

4. Evaluation

   Teacher will evaluate the student's set with special attention to how the fingerwaves are made and how the maypole curls blend into the ridge of the wave. It is doubtful that any student will complete the set in one lab session.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.2 Fingerwaving
4.2.4 Fingerwaving the Whole Head, Using a Side Part (3-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Fingerwave the whole head, using a side part.

b. Become aware of some of the problems encountered in fingerwaving the whole head.

Method

1. Lecture -- Demonstration

   Distribute HOS I-4.2.4 -- Job Procedure-Fingerwaving the Whole Head Using a Side Part. Demonstrate the set and explain what you are doing and why.

2. Illustration -- none

3. Demonstration -- Combined with lecture.

Teacher Preparation
1. Obtain HOS I-4.2.4 -- Job Procedure-Fingerwaving the Whole Head Using a Side Part, for each student.
2. Assemble materials: manikin, holder, towels, lotion, comb.

Teaching Tips
The student cannot progress to this lesson until she has mastered the previous fingerwaving lessons. While this lesson is demonstrated to the class as a whole, the teacher will have to repeat the demonstration to individual students many times during the lab period.

Student Activity
1. Preparation
   a. Review notes on fingerwaving and pages 110-111, Standard Textbook of Cosmetology.
   b. Assemble materials: manikin, holder, lotion, towels, comb.
2. Performance
   Students will fingerwave manikin using HOS I-4.2.4 -- Job Procedure-Fingerwaving the Whole Head Using a Side Part.
3. Assignment -- none
4. Evaluation
   Teacher will evaluate each student's set.
   Instructor will help student overcome problems of matching.

LESSON PLAN

Section 4. Hairstyling
4.2 Fingerwaving
4.2.5 The Horseshoe Wave (0-2)

Objective -- At the conclusion of this lesson, the student will:

Do a professional and lasting horseshoe wave.

Method

1. Lecture -- Demonstration

   Distribute HOS I-4.2.5 -- Job Procedure-The Horseshoe Wave. Demonstrate the set and explain what you are doing and why.

2. Illustration -- none

3. Demonstration -- Combined with lecture.

Teacher Preparation

1. Obtain HOS I-4.2.5 -- Job Procedure-The Horseshoe Wave, for each student.

2. Assemble materials: manikin, holder, comb, towels, lotion.

Teaching Tips

1. When fingerwaving the entire head, vary the width of the waves to give a more graceful, natural look.
2. The horseshoe wave requires particularly fine shaping to achieve the proper effect on the back of the head.

Student Activity

1. Preparation
   Assemble materials: manikin, holder, towels, lotion, comb.

2. Performance
   Students will set manikins using HOS I-4.2.5 -- Job Procedure-The Horseshoe Wave.

3. Assignment -- none

4. Evaluation
   Teacher will evaluate the student's set with special attention to whether the angle of the waves in the back of the head conforms to the angle of the waves on the sides and top.

UNIT PLAN

Section 4. Hairstyling
Unit 4.3 Maypole Curl

OBJECTIVES -- At the conclusion of this unit the student will:

1. Make a reverse maypole curl
2. Make a forward maypole curl
3. Make maypole curls to produce waves

LESSON SEQUENCE

4.3.1 Reverse Maypole Curl With Hairpins
4.3.2 Forward Maypole Curl
4.3.3 Waves Done With Maypole Curls

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 4. Hairstyling
4.3 Maypole Curl
4.3.1 Reverse Maypole Curl With Hairpins (3-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Make a reverse maypole curl.

b. Know where to use the reverse maypole curl.

c. Place hairpins into the maypole curl in proper position.

Method

1. Lecture -- Demonstration

   Distribute HOS I-4.3.1 -- Job Procedure-The Reverse Maypole Curl. Demonstrate set, explaining what you are doing and why.

2. Illustration -- none

3. Demonstration -- Combined with lecture.

Teacher Preparation

1. Obtain HOS I-4.3.1 -- Job Procedure-The Reverse Maypole Curl, for each student.

2. Assemble materials: manikin, holder, comb, hairpins, water, towels

Teaching Tips

This is the first opportunity for teacher to observe student's manipulative ability. In most cases progress will be slow.

Student Activity

1. Preparation
   Assemble materials: manikin, holder, comb, hairpins, water, towels.
2. Performance
   Students will set manikins, using HOS I-4.3.1 -- Operation Sheet-The Reverse Maypole Curl.
3. Assignment -- none
4. Evaluation
   Teacher will evaluate the student's set to assure that reverse maypole curls are properly directed and hairpins properly placed.

LESSON PLAN

Section 4 Hairstyling
4.3 Maypole Curl
4.3.2 Forward Maypole Curl (0-3)

Objective -- At the conclusion of this lesson, the student will:

Make a forward maypole curl.

Method

1. Lecture -- Demonstration

   I. The forward maypole curl
   II. Styles using the forward maypole curl

2. Illustration -- none

3. Demonstration -- Combined with lecture.

Teacher Preparation

Assemble lecture notes and materials: manikin, holder, comb, hairpins, water, towels.

Teaching Tips

1. Show students that curls made in a row have the same amount of hair in each curl and are the same in diameter.

2. Emphasize that hair must be combed smooth.

Student Activity

1. Preparation
   Assemble materials: manikin, holder, comb, hairpins, water, towels.

2. Performance
   Students will practice forward maypole curls on manikins.

3. Assignment -- none

4. Evaluation
   Teacher will evaluate each student's performance, checking the direction of each curl.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.3 Maypole Curl
4.3.3 Waves Done With Maypole Curls (0-2)

Objective -- At the conclusion of this lesson, the student will:

Make alternate rows of equal-size maypole curls to produce smooth waves.

Method

1. Lecture -- Demonstration

   Distribute HOS I-4.3.3 -- Job Procedure-Waves Done With Maypole Curls. Demonstrate the set and explain what you are doing and why.

2. Illustration -- none

3. Demonstration -- Combined with lecture.

Teacher Preparation

1. Obtain HOS I-4.3.3 -- Job Procedure-Waves Done With Maypole Curls, for each student.

2. Assemble materials: manikin, holder, comb, hairpins, water.

Teaching Tips -- Emphasize the following:

1. Each curl should have an equal amount of hair.

2. The hair must always be combed smooth and in the direction in which the curl is to be made.

3. The stylist determines which direction each row of curls should take by judging how each particular head of hair best holds a set.

Student Activity

1. Preparation

   a. Practice forward and reverse curls until able to make smooth curls.

   b. Assemble materials: manikin, holder, comb, hairpins, water.

2. Performance

   Using HOS I-4.3.3 -- Job Procedure-Waves Done With Maypole Curls, students will set manikins.

3. Assignment -- none

4. Evaluation

   Teacher evaluates student's performance, looking for proper size of each curl and even partings to produce smooth waves.

Beauty Culture I

UNIT PLAN

Section 4. Hairstyling
Unit 4.4 Pin Curl

OBJECTIVES -- At the conclusion of this unit, the student will:

1. Make reverse and forward pin curls.
2. Gain skill in the use of hairpins.
3. Describe when and how pin curls are used.

LESSON SEQUENCE

4.4.1	Introduction to the Regular Pin Curl (Reverse Pin Curl)
4.4.2	Forward Pin Curl
4.4.3	Waves Done With Pin Curls
4.4.4	Pin Curl Set

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.4 Pin Curl
4.4.1 Introduction to the Regular Pin Curl (Reverse Pin Curl) (3-0)

Objectives -- At the conclusion of this lesson the student will:

a. Make a reverse pin curl, using a bobby pin.

b. Describe where the reverse pin curl is used in styling.

c. Gain skill in using bobby pins.

Method

1. Lecture -- Demonstration

   Distribute HOS I-4.4.1 -- Job Procedure-Regular Pin Curl. Demonstrate set, explaining what you are doing and why.

2. Illustration -- none

3. Demonstration -- Combined with lecture

Teacher Preparation

1. Obtain HOS I-4.4.1 -- Job Procedure-Regular Pin Curl, for each student.

2. Assemble materials: manikin, holder, comb, bobby pins, water.

Teaching Tips

1. The student should learn that the item used to secure the curl is not important; what is important is that the curl should not be disturbed by the pin or clip. This lesson is taught using the bobby pin to familiarize the student with the proper techniques.

2. Emphasize the following:

   a. Bobby pins are *placed on* the curl, not pushed.

   b. Bobby pins are opened with the *thumb*, not the teeth.

Student Activity

1. Preparation

   Assemble materials: manikin, holder, comb, bobby pins, water.

2. Performance

   Using HOS I-4.4.1 -- Job Procedure-Regular Pin Curl, students will practice making reverse regular pin curls.

3. Assignment -- none

4. Evaluation

   Teacher will check to see that each student makes curls properly, and that the curls are not disturbed by the bobby pins.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.4 Pin Curl
4.4.2 Forward Pin Curl (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Make a forward regular pin curl, using bobby pins.

b. Explain where the forward regular pin curl is used in styling.

Method

1. Lecture -- Demonstration

   Demonstrate the set, explaining what you are doing and why.

2. Illustration -- none

3. Demonstration -- Combined with lecture

Teacher Preparation

Assemble materials: manikin, holder, comb, bobby pins, water.

Teaching Tips

This lesson, with its various side settings, is one of the ways the instructor is able to get the student to repeat pin curls enough to become proficient without getting bored.

Student Activity

1. Preparation
   a. Student must complete the previous lesson, I-4.4.1, before attempting this one.

   b. Assemble materials: manikin, holder, comb, bobby pins, water.

2. Assignment -- none

3. Evaluation

   Teacher evaluates student's performance. The progress chart should be used. Evaluation is the same as in previous lesson.

LESSON PLAN

Section 4. Hairstyling
4.4 Pin Curl
4.4.3 Waves Done With Pin Curls (0-3)

Objectives -- At the conclusion of this lesson, the student will:

a. Know that an open-centered curl is used to achieve a smooth wave.

b. Make an open-center pin curl.

Method

1. Lecture -- Demonstration

   Explanation and demonstration of transparency

2. Illustration -- Transparency

   Set for Waves Done With Pin Curls -- I-4.4.3

3. Demonstration -- Done in conjunction with lecture.

Teacher Preparation

1. Prepare transparency.
2. Check overhead projector for use.
3. Gather items necessary for demonstration, such as manikin, holders, comb, and bobby pins.

Teaching Tips

1. As in the previous lesson, give a number of settings for various comb-outs. Check on progress chart.

2. The use of the progress chart in a lesson of this kind:
   a. Gives the job more importance in the eyes of the student.

   b. Assures you each student has done each job assigned.

   c. Assures you they've done it up to the standard you expect.

Student Activity

1. Preparation

   Student should be prepared for this lesson by properly executing the two previous lessons.

2. Performance

   Student should do partial sets assigned, for checking on progress chart.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance and checking on chart.

   Points to evaluate:

   1. Smoothness of work
   2. Proper base preparation
   3. Proper stem direction
   4. Proper curl direction

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.4 Pin Curl
4.4.4 Pin-Curl Set (0-3)

Objectives -- At the conclusion of this lesson, the student will:

a. Know the advantages of pin-curl set for hair of a fine texture.

b. Do a pin-curl set using bobby pins.

c. Comb out this set.

Method

1. Lecture -- none

2. Illustration

H.O.S. I-4.4.4 -- Job Procedure-Pin-Curl Set

3. Demonstration

Demonstration on manikin following the direction on H.O.S. I-4.4.4 -- Job Procedure-Pin-Curl Set

Teacher Preparation

1. Obtain a H.O.S. I-4.4.4 -- Job Procedure-Pin-Curl Set, for each student.

2. Gather items necessary for demonstration, such as manikin, holder, comb, bobby pins, towels, and water bottles.

Teaching Tips

This set should be combed out and checked off on progress chart only when combed out with desired result.

Student Activity

1. Preparation

   Preparation is the successful performance of previous lessons.

2. Performance

   Each student should set a manikin and comb out in the desired result according to H.O.S. I-4.4.4 -- Job Procedure-Pin-Curl Set.

3. Assignment -- none

4. Evaluation

   Evaluation is done by checking finished set and evaluating the finished comb-out.

Beauty Culture I

UNIT PLAN

Section 4. Hairstyling
Unit 4.5 Sculpture Curl

OBJECTIVES -- At the conclusion of this unit, the student will:

1. Make reverse and forward sculpture curls.
2. Set the hair in sculpture curls to arrive at a predetermined comb-out.
3. Make semi-standup curls and know where they are most successfully used.
4. Make a skip-wave formation and know when to use a skip-wave formation.

LESSON SEQUENCE

4.5.1 Introduction to the Sculpture Curl-Reverse Curl
4.5.2 Forward Sculpture Curl
4.5.3 Waves Done With Sculpture Curls -- Set I
4.5.4 Waves Done With Sculpture Curls -- Set II
4.5.5 Semi-Standup Curls
4.5.6 Skip-Wave
4.5.7 Skip-Wave Set
4.5.8 Waves Done With Sculpture Curls -- Set III
4.5.9 Waves Done With Sculpture Curls -- Set IV

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.5 Sculpture Curl
4.5.1 Introduction to Sculpture Curl-Reverse Curl (3-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Make a reverse sculpture curl using clips.

b. Peel or slice a section of hair without disturbing the base in order to make a smooth sculpture curl.

Method

1. Lecture -- Discussion

   I. Introduction to the sculpture curl

   II. Explanation - discussion - demonstration of H.O.S. I-4.5.1 -- Job Procedure-Basic Sculpture Curl

2. Illustration -- none

3. Demonstration

   Demonstration is done on manikin following the instructions set down on H.O.S. I-4.5.1 -- Job Procedure-Basic Sculpture Curl.

Teacher Preparation

1. Obtain a H.O.S. I-4.5.1 -- Job Procedure-Basic Sculpture Curl, for each student.

2. Gather items necessary for demonstration, such as manikin, holder, comb, hair clips, towels, and water bottle.

Teaching Tips

1. This is the beginning of the curl that is the most important in hairstyling today. Each lesson, as in the past, should be done with the quality of work in mind rather than quantity.

2. This lesson, properly done and supervised, saves a lot of the effort that would be spent correcting bad habits.

3. Have each student make one curl, which you can quickly check. In this way you can be sure she has the right idea.

Student Activity

1. Preparation

   Gather items necessary for lab work, such as manikin, towels, comb, clips.

2. Performance

   Each student should learn and practice the sculpture curl on the manikin, as directed.

3. Assignment -- none

4. Evaluation

   Evaluation should be done by observation, checking

   a. Smoothness;
   b. That the end is in;
   c. That the curl is set properly, slightly off base.

LESSON PLAN

Section 4. Hairstyling
4.5 Sculpture Curl
4.5.2 Forward Sculpture Curl (0-2)

Objective -- At the conclusion of this lesson, the student will:

Make forward sculpture curl, with proper preparatory shaping.

Method

1. Lecture -- demonstration -- discussion
    - I. Explanation of the forward sculpture curl
    - II. Demonstration of the forward sculpture curl
2. Illustration -- Transparency
    - I-4.5.2 -- Side Settings With the Forward Sculpture Curl
3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Prepare transparency
2. Check overhead projector for use
3. Gather items for demonstration such as manikin, holder, towels, clips, and comb.

Teaching Tips

Those students that did not master the previous lesson, the reverse curl, at the best quality work they can produce, should not progress to this lesson. Obviously the quality will vary with each student.

Student Activity

1. Preparation

   a. Student should have mastered the reverse sculpture curl before going on to this lesson.

   b. Gather items necessary for lab work such as manikin and holder.

2. Performance

   Each student should learn and practice the forward sculpture curl.

3. Assignment -- none

4. Evaluation

   Evaluation should be done by observation of performance, checking:

   a. Smoothness;
   b. That the end is in and the shaping is right;
   c. That the curl is set slightly off base.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.5 Sculpture Curl
4.5.3 Waves Done With Sculpture Curls -- Set I (0-2)

Objective -- At the conclusion of this lesson, the student will perform:

Set I with sculpture curls for waves.

Method

1. Lecture -- Demonstration
    - I. Explanation of set using the transparency.
    - II. Demonstration of set using manikin, following directions on transparency.
    - III. Demonstration of combing out this set.
2. Illustration -- Transparency

    I-4.5.3 -- Waves Done With Sculpture Curls -- Set I
3. Demonstration -- Done in conjunction with lecture

Teacher Preparation

1. Obtain a H.O.S. I-4.5.3 (Blank Heads) for each student.
2. Prepare transparency.
3. Check overhead projector for use.
4. Gather items necessary for demonstration, such as manikin, holder, towels, combs, clips.
5. Have a dried set ready for combing so it can be combed immediately after setting without waiting for drying time.

Teaching Tips

1. Starting with this lesson, a pattern of teaching is set that will be followed in subsequent lessons. The transparency is shown and explained. The student copies the pattern of the set on the H.O.S. and follows this in her lab set.

2. This lesson covers waves done with sculpture curls, set I. As styles change, the H.O.S. and transparencies may be changed without changing the unit plan.

Student Activity

1. Preparation

   a. Student should have mastered the forward and reverse sculpture curls before taking this lesson.

   b. Student should have gathered materials necessary for lab work, such as manikin, holder, towel, comb, and hair clips.

2. Performance

   a. Student should fill in H.O.S. I-4.5.3 -- Blank Heads, from transparency.

   b. Student should do this set under supervision, checking it especially at such points as midway through the set, before it is dried, and after it is dried but before combing.

3. Assignment -- none

4. Evaluation

   Check student's work, looking for visible proof that curls are in line, to produce proper wave set.

   Job correctly done should be checked on the progress chart.

LESSON PLAN

Section 4. Hairstyling
4.5 Sculpture Curl
4.5.4 Waves Done With Sculpture Curls -- Set II (3-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Do sculpture curl set II

b. Comb out sculpture curl set II according to standard set by instructor.

Method

1. Lecture -- Demonstration
   - I. Explanation of set, using transparency
   - II. Demonstration of set using manikin
   - III. Demonstration of comb-out
2. Illustration -- Transparency

   I-4.5.4 -- Waves Done With Sculpture Curls -- Set II
3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Obtain a H.O.S. I-4.5.3 -- Blank Heads, for each student.
2. Prepare transparency.
3. Check overhead projector for use.
4. Gather items necessary for demonstration, such as manikin, holder, towel, comb, and hair clips.
5. Have a dried set ready for combing so it can be combed immediately after setting without waiting for drying time.

Teaching Tips

As in the previous lesson, the H.O.S. and transparency can be changed without changing the unit plan.

Student Activity

1. Preparation

   Student should gather all items necessary for lab work such as manikin, holder, towels, comb, and clips.

2. Performance

   a. Student to copy set on H.O.S. I-4.5.3 -- Blank Heads, from transparency.

   b. Student should excute set as directed.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance.
   When the job is successfully completed, it should be checked on the progress chart.

LESSON PLAN

Section 4. Hairstyling
4.5 Sculpture Curl
4.5.5 Semi-Standup Curls (0-2)

Objective -- At the conclusion of this lesson, the student will:

Make semi-standup curls and know where they are most successfully used.

Method

1. Lecture -- Demonstration
   - I. Introduction to the semi-standup curl
   - II. Demonstration of the semi-standup curl
2. Illustration -- Transparency

   I-4.5.5 -- The Semi-Standup Curl
3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Prepare transparency
2. Check overhead projector for use.
3. Gather items necessary for demonstration, such as manikin, towel, comb, hair clips.

Teaching Tips

Student Activity

1. Preparation

   a. Student should progress to this only after basic curls are mastered.

   b. Obtain materials for lab work, such as manikin, towels, comb, and hair clips.

2. Performance

   Student should acquire the skill and practice the semi-standup curls.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance, looking for:

   a. Smoothness of basic shaping;
   b. Skill at slicing out sections;
   c. Smoothness of curl;
   d. Proper pinning of curls.

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LESSON PLAN

Section 4. Hairstyling
4.5 Sculpture Curl
4.5.6 Skip Wave (3-0)

Objective -- At the conclusion of this lesson, the student will:

Make a skip wave, and know when to use a skip wave formation.

Method

1. Lecture -- Demonstration
    I. Introduction to the skip wave
    II. Demonstration of the skip wave, following transparency
2. Illustration -- Transparency
    I-4.5.6 -- Skip Waves
3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation:

1. Prepare transparency.
2. Check overhead projector for use.
3. Gather items necessary for demonstration, such as manikin, towel, comb, and hairpins.
4. Have a manikin with a dried skip wave to use as comb-out demonstration without waiting for drying time.
5. Obtain a H.O.S. I-4.5.3 -- Blank Heads, for each student.

Teaching Tips

Comb-outs should be encouraged. Many times a student feels she's done a good job until she combs it out and sees her faults.

Student Activity

1. Preparation

   a. Fingerwaving and sculpture-curling skill is necessary to do skip waving.

   b. Gather manikin, towel, comb, hair clips and setting lotion.

2. Performance

   a. Student to fill in H.O.S. I-4.5.3 -- Blank Heads, from transparency.

   b. Student should do skip waves as directed.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance, checking on the following points:

   a. Understanding of skip wave technique.

   b. Skill in performing the technique.

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LESSON PLAN

Section 4. Hairstyling
4.5 Sculpture Curl
4.5.7 Skip Wave Set (3-0)

Objective -- At the conclusion of this lesson, the student will:

Do a skip wave set.

Method

1. Lecture -- Demonstration
    I. Theory of skip wave
    II. Demonstration of skip wave and explanation of transparency.
2. Illustration -- Transparency
    I-4.5.7 -- The Skip Wave Set
3. Demonstration -- In conjunction with the lecture

Teacher Preparation

1. Prepare transparency.
2. Check overhead projector for use.
3. Obtain a H.O.S. I-4.5.3 -- Blank Heads, for each student
4. Set and dry a manikin for ready comb-out demonstration.

Student Activity

1. Preparation
    a. Student should be able to do the component parts of the set before doing complete set.
    b. Gather items necessary for lab work such as manikin, holder, towels, comb and hair clips.

2. Performance

   a. Student should copy the set on H.O.S. I-4.5.3 -- Blank Heads.

   b. Student should do the set.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance, observing all those factors that produce a professional set and comb-out.

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LESSON PLAN

Section 4. Hairstyling
4.5 Sculpture Curl
4.5.8 Waves Done With Sculpture Curl -- Set III (0-2)

Objective -- At conclusion of this lesson, the student will:

Do set III in a professional manner.

Method

1. Lecture -- Demonstration
    - I. Explanation of set, using the transparency
    - II. Demonstration of set
    - III. Demonstration of comb-out
2. Illustration -- Transparency

    I-4.5.8 -- Waves Done With Sculpture Curls -- Set III

3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Prepare transparency.
2. Check overhead projector for use.
3. Obtain a H.O.S. I-4.5.3 -- Blank Heads.
4. Have one manikin set and dried for ready comb-out to save drying time during demonstration.

Teaching Tips

As in previous lessons, Set III may be changed with the times without changing the unit plan.

Student Activity

1. Preparation

   Gather items necessary for lab work, such as manikin, holder, towels, comb, and hair clips.

2. Performance

   Student should do the set described in transparency and copied on individual H.O.S. I-4.5.3 -- Blank Heads.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance, observing all those factors that produce a professional set and comb-out.

LESSON PLAN

Section 4. Hairstyling
4.5 Sculpture Curl
4.5.9 Waves Done With Sculpture Curls -- Set IV (0-2)

Objective -- At the conclusion of this lesson, the student will:

Do set IV in a professional manner.

Method

1. Lecture -- Demonstration
   - I. Explanation of the transparency and discussion of it with students
   - II. Demonstration of set
   - III. Demonstration of comb-out
2. Illustration -- Transparency

   I-4.5.9 -- Waves Done With Sculpture Curls -- Set IV
3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Prepare transparency.
2. Check overhead projector for use.
3. Obtain a H.O.S. I-4.5.3 -- Blank Heads, for each student.
4. Have one manikin set and dried, ready to comb out without waiting for drying time.

Student Activity

1. Preparation
   Gather items necessary for lab work, such as manikin, towel, comb, and hair clips.
2. Performance
   Student should do the set described in transparency, after copying it on H.O.S. I-4.5.3 -- Blank Heads.
3. Assignment -- none
4. Evaluation is done by observation of performance, observing all those factors that produce a professional set and comb-out.

UNIT PLAN

Section 4. Hairstyling
Unit 4.6 Roller Curl

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Explain the hairstyling effect which can be achieved through the skillful use of rollers.

2. Set a style with rollers and comb it out to a predetermined hairstyle.

LESSON SEQUENCE

4.6.1	How To Set a Basic Roller Curl
4.6.2	Basic Roller Set I
4.6.3	Basic Roller Set II
4.6.4	Basic Roller Set III
4.6.5	Original Set

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.6 Roller Curl
4.6.1 How To Set a Basic Roller Curl (0-2)

Objective -- At the conclusion of this lesson, the student will be able to:

Explain the hairstyling effects which can be achieved through the skillful use of rollers.

Method

1. Lecture -- Demonstration

   I. Introduction to rollers

   II. Explanation and demonstration of how to properly use a roller

2. Illustration -- Transparency

   I-4.6.1 -- How To Use a Roller

3. Demonstration -- Done in conjunction with lecture

Teacher Preparation

1. Prepare transparency.

2. Check overhead projector for use.

3. Gather items necessary for demonstration, such as manikin, holder, towel, rollers, and clips or bobby pins.

Teaching Tips

Always check one curl before allowing students to do many. Check on progress chart.

Student Activity

1. Preparation

   a. Read page 125 in the Standard Textbook of Cosmetology.

   b. Gather items necessary for lab work, such as manikin, towel, rollers, and clips or bobby pins.

2. Performance

   Student should know the proper method of rolling a roller curl.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance, observing the following points:

   1. Hair wetness;

   2. Smoothness of combed strand;

   3. End turned in properly;

   4. Direction strand is held;

   5. Roller securely pinned down.

LESSON PLAN

Section 4. Hairstyling
4.6 Roller Curl
4.6.2 Basic Roller Set I (0-2)

Objective -- At the conclusion of this lesson, the student will:

Set a basic roller set.

Method

1. Lecture -- Demonstration
   - I. Theory of a roller set
   - II. Demonstration of roller set I
   - III. Comb-out demonstration
2. Illustration -- Transparency
   - I-4.6.2 -- Roller Set I
3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Prepare transparency.
2. Check overhead projector for use.
3. Obtain a H.O.S. I-4.5.3 -- Blank Heads, for each student.
4. Have a head pre-set and dried, ready for comb-out.

Teaching Tips

Student Activity

1. Preparation

   a. Student should be able to properly put in a roller before progressing to the complete set.

   b. Gather items necessary for lab work, such as manikin, holder, towel, comb, and hair clips.

2. Performance

   Student should do the set as described in the transparency and copied on the H.O.S. I-4.5.3 -- Blank Heads.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance, observing those factors that produce a professional set and comb-out.

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LESSON PLAN

Section 4. Hairstyling
4.6 Roller Curl
4.6.3 Basic Roller Set II (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Describe how the direction of rollers can be varied to achieve different hair styles.

b. Do set II, placing rollers to the side to produce a side-sweep effect.

Method

1. Lecture -- Demonstration
   - I. Theory of basic roller set II
   - II. Demonstration of roller set II and explanation of transparency.
   - III. Comb-out demonstration
2. Illustration -- Transparency

   I-4.6.3 -- Roller Set II
3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Prepare transparency
2. Check overhead projector for use.
3. Obtain a H.O.S. I-4.5.3 -- Blank Heads, for each student.
4. Have a manikin pre-set and dried ready for comb-out demonstration.

Teaching Tips

Student Activity

1. Preparation

   a. Student should be proficient in roller set I before progressing to set II

   b. Gather items necessary for lab work, such as manikin, holder, towel, comb, and hair clips.

2. Performance

   Student should do the set as described in the transparency and copied on H.O.S. I-4.5.3 -- Blank Heads.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance, observing those factors that produce a professional set and comb-out.

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LESSON PLAN

Section 4. Hairstyling
4.6 Roller Curl
4.6.4 Basic Roller Set III (0-2)

Objective -- At the conclusion of this lesson, the student will:

Set a basic roller set III

Method

1. Lecture -- Demonstration
   - I. Theory of basic roller set III
   - II. Demonstration of roller set III and explanation of transparency
   - III. Comb-out demonstration
2. Illustration -- Transparency

   I-4.6.4 -- Roller Set III
3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Prepare transparency
2. Check overhead projector for use
3. Obtain a H.O.S. I-4.5.3 -- Blank Heads, for each student
4. Have a manikin pre-set and dried, ready for comb-out demonstration.

Teaching Tips

Student Activity

1. Preparation

   Gather items necessary for lab work, such as manikin, holder, towel, comb, and hair clips.

2. Performance

   Student should do the set as described in the lesson.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance, observing those factors that produce a professional set and comb-out.

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LESSON PLAN

Section 4. Hairstyling
4.6 Roller Curl
4.6.5 Original Set (0-2)

Objective -- At the conclusion of this lesson, the student will:

a. Do a roller set of her own conception.

b. Interpret this set by following it out with an original combing.

Method

1. Lecture

   I. Outline to the students the expectation of this lesson

2. Illustration -- none

Teacher Preparation

Gather some examples of new styles to inspire students in this lesson.

Teaching Tips

Point out some ways that original sets are creations that might be based on styles of the past that are reinterpreted with a modern trend.

Student Activities

1. Gather all materials, rollers, clips, manikins, and combs for setting.

2. Performance
   Students must do each set to the best possible setting standard of each individual.

3. Assignment -- none

4. Evaluation

   a. First the set will be graded.

   b. Each comb-out is judged by neatness and difficulty of hair-do. Correctness of the style based on the set is also judged.

UNIT PLAN

Section 4. Hairstyling
Unit 4.7 Cascade Curl

OBJECTIVES -- At the conclusion of this unit, the student will:

1. Make a cascade curl
2. Explain where and why a cascade curl is used.

LESSON SEQUENCE

4.7.1 Cascade Curl

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 4. Hairstyling
4.7 Cascade Curl
4.7.1 Cascade Curl (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Make a cascade curl.

b. Properly pin a standup of cascade curls.

c. Explain where and why a cascade curl is used.

Method

1. Lecture -- Demonstration

   I. Introduction to the cascade curl

   II. Demonstration of the semi-standup curl

2. Illustration -- Transparency

   I-4.7.1 -- Standup Curls

3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Prepare transparency

2. Check overhead projector for use.

3. Gather items necessary for demonstration, such as manikin, towel, comb, and hair clips.

Teaching Tips

Student Activity

1. Preparation

   Obtain materials for lab work, such as manikin, towels, comb, and hair clips.

2. Performance

   a. Students should acquire skill and practice in the making of a standup curl.

3. Assignment -- none

4. Evaluation

   I. Evaluation is done by observation of performance, observing those factors which produce a professional set and comb-out.

   II. Test I-4.7.1 -- Hair Styling, should be given after completion of hairstyling unit.

Beauty Culture I

UNIT PLAN

Section 5. Manicuring
Unit 5.1 The Nail

OBJECTIVES -- At the conclusion of this unit, the student will:

1. Describe the structure and parts of the nail.
2. Describe the nail irregularities and explain their treatments.
3. Describe the most common nail diseases and explain which must be referred to a physician.

LESSON SEQUENCE

5.1.1 Study of the Nail
5.1.2 Irregularities of the Nail
5.1.3 Diseases of the Nail

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 5. Manicuring
5.1 The Nail
5.1.1 Study of the Nail (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

Describe the structure of the nail and parts of the nail, for better care of the nails.

Method

1. Lecture

    I. Introduction to the study of the nail

    II. Structure of the nail

        A. Physical
        B. Chemical

    III. Parts of the nail

        A. Principal parts
            1. Nail body
            2. Free edge
            3. Nail root

        B. Component parts
            1. Matrix
            2. Eponychium
            3. Hyponychium
            4. Lunula
            5. Cuticle
            6. Nail groove
            7. Perionychium
            8. Nail bed
            9. Nail walls
            10. Mantle

2. Illustration -- Transparencies

    I-5.1.1.a -- Principal Parts of the Nail
    I-5.1.1.b -- Component Parts of the Nail

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes
2. Prepare transparencies
3. Check overhead projector for use

Student Activity

1. Preparation

   Read pages 397-399 in the Standard Textbook of Cosmetology.

2. Performance -- none
3. Assignment
   a. Review questions and answers on page 399 in the Standard Textbook of Cosmetology.
   b. Fill in pages 64 and 65 in the Workbook for Beauty Culture Theory.
   c. Know parts of the nail as per notes taken during lecture.
4. Evaluation

   Evaluation of this should be done either orally or by written quiz, having student give the names of the parts of the nail.

LESSON PLAN

Section 5. Manicuring
5.1 The Nail
5.1.2 Irregularities of the Nail (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Describe the irregularities of the nail.

b. Recognize and treat irregularities of the nail.

Method

1. Lecture -- Discussion

    I. Introduction

    II. Irregularities
        a. Corrugation
        b. Longitudinal transverse furrows
        c. Leuconychia
        d. Onychauxis
        e. Onychatrophia
        f. Pterygium
        g. Onychophagy
        h. Cnychorrhexis
        i. Hangnails
        j. Eggshell nails
        k. Blue nails
        l. Bruised nail

2. Illustration -- Transparencies

    I-5.1.2.a -- Nail Irregularities
    I-5.1.2.b -- Nail Irregularities
    I-5.1.2.c -- Nail Irregularities

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.
2. Prepare transparencies.
3. Check overhead projector for use.

Teaching Tips

Recognition and treatment are far more important than names, which are often stressed.

Student Activity

1. Preparation
   Read the section on Disorders in the Standard Textbook of Cosmetology, starting on page 85.

2. Performance -- none

3. Assignment

   a. Review questions and answers on page 91 of the Standard Textbook of Cosmetology.

   b. Fill in page 76 and top of 77 in the Workbook for Beauty Culture Theory.

   c. Study the disorders from your notes taken during lecture.

4. Evaluation -- This may be used as a verbal quiz or given as a 10-point quiz.
   Match the following definitions. Insert the proper term in front of each definition.

(2)..............	Wasting away of the nail	1. Onychauxis
(3)..............	White spots in the nail	2. Onychatrophia
(1)..............	Overgrowth of the nail	3. Leuconychia
(5)..............	Brittle nails	4. Corrugations
(4)..............	Wavy ridges on the nail	5. Onychorrhexis
(9)..............	Dark spots in the nail	6. Hangnails
(8)..............	Bitten nails	7. Pterygium
(6)..............	Splits in the cuticle	8. Onychophagy
(10)..............	Condition caused by lack of circulation	9. Bruised nails
(7)..............	Forward growth of the cuticle	10. Blue nail

LESSON PLAN

Section 5. Manicuring
5.1 The Nail
5.1.3 Diseases of the Nail (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Describe the most common diseases of the nail.

b. Recognize the diseases of the nail in order to understand when the patron should be referred to a physician.

Method

1. Lecture -- Discussion

   I. Introduction to diseases of the nail

   II. Diseases of the nail
      a. Onychomycosis
      b. Paronychia
      c. Onychia
      d. Tinea
      e. Onychocryptosis
      f. Onychoptosis
      g. Onycholysis
      h. Onychophyma
      i. Onychophosis
      j. Onychogryposis

2. Illustration -- Transparencies

   I-5.1.3.a -- Pronunciation of Diseases of the Nail
   I-5.1.3.b -- Diseases of the Nail
   I-5.1.3.c -- Diseases of the Nail
   I-5.1.3.d -- Diseases of the Nail

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.

2. Prepare transparencies.

3. Check overhead projector for use.

Teaching Tips

Once again we have a subject which is difficult to show in pictures unless they are actual photographs. However, the transparencies do help show differences in disorders and help keep the students' attention during lecture.

Student Activity

1. Preparation

   Read Standard Textbook of Cosmetology, pages 87-89.

2. Performance -- none

3. Assignment

   a. Fill in pages 77 and 78 in the Workbook for Beauty Culture Theory.

   b. Study diseases from your notes taken during lecture.

4. Evaluation

   I. This may be given orally or as a 10-point quiz. Match the following definitions. Insert the proper term in front of each definition.

   2.............Shedding of the nail
   5.............Nail disease
   6.............Increased nail curvature
   3.............Loosening of the nail
   9.............Ringworm
   4.............Growth of the horny epithelium in the nail bed
   8.............Infection of the matrix
   10.............Swelling of the nails
   1.............Ringworm
   7.............Infectious conditions of the tissues around the nails

   1. Onychomycosis
   2. Onychoptosis
   3. Onycholysis
   4. Onychophosis
   5. Onychosis
   6. Onychogryposis
   7. Paronychia
   8. Onychia
   9. Tinea
   10. Onychophyma

   II. Test I-5.1.3 -- The Nail and Its Disorders and Diseases. This test should be given after lessons I-5.1.1, I-5.1.2, and I-5.1.3.

UNIT PLAN

Section 5. Manicuring
Unit 5.2 Bones and Nerves of the Arm and Hand

OBJECTIVES -- At the conclusion of this unit, the student will be able to:

1. Describe the bones of the arm and hand.
2. Describe the location of the nerves of the arm and hand and their functions.

LESSON SEQUENCE

5.2.1 Bones of the Arm and Hand
5.2.2 Nerves of the Arm and Hand

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 5. Manicuring
5.2 Bones and Nerves of the Arm and Hand
5.2.1 Bones of the Arm and Hand (1-0)

Objective -- At the conclusion of this lesson, the student will be able to:

Describe the bones of the arm and hand.

Method

1. Lecture -- Discussion

   I. Introduction to bones of the arm
   Review bone structure

   II. Bones in the arm
      a. Humerus
      b. Ulna
      c. Radius

   III. Bones in the wrist
      a. Carpal bones (8)
      b. Pisiform
      c. Capitate

   IV. Bones in the hand
      a. Metacarpus
      b. Digits

2. Illustration -- Transparencies

   I-5.2.1.a -- Bones of the Arm
   I-5.2.1.b -- Bones of the Wrist
   I-5.2.1.c -- Bones of the Hand

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.
2. Prepare transparencies.
3. Check overhead projector for use.
4. Obtain a H.O.S. I-5.2.1 -- Bones of the Arm and Hand, for each student.

Teaching Tips

Student Activity

1. Preparation
   Read pages 334 and 335 in the Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Fill in page 34 in the Workbook for Beauty Culture Theory.

   b. Study bones of the arm and hand.

   c. Review questions and answers on page 337 of the Standard Textbook of Cosmetology.

4. Evaluation

   H.O.S. I-5.2.1 -- Bones of the Arm and Hand may be used as a worksheet or as a quiz for this lesson.

Beauty Culture I

LESSON PLAN

Section 5. Manicuring
5.2 Bones and Nerves of the Arm and Hand
5.2.2 Nerves of the Arm and Hand (1-0)

Objective -- At the conclusion of this lesson, the student will be able to:

Describe the location of the nerves of the arm and hand and their functions.

Method

1. Lecture

   I. The Ulnar Nerve
   II. The Radial Nerve
   III. The Medial Nerve
   IV. The Digital Nerve

2. Illustration -- Transparency

   I-5.2.2.a -- Nerves of the Arm and Hand

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.
2. Prepare transparency.
3. Check overhead projector for use.
4. Obtain H.O.S. I-5.2.2 -- Nerves of the Arm and Hand, for each student.

Teaching Tips

Student Activity

1. Preparation

   Read Nerves of the Arm and Hand on page 356 in the Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Fill in page 46 in the Workbook for Beauty Culture Theory.

   b. Study the nerves of the arm and hand from lecture notes.

4. Evaluation

   Distribute H.O.S. I-5.2.2 -- Nerves of the Arm and Hand. This may be used as a worksheet or as a quiz.

UNIT PLAN

Section 5. Manicuring
Unit 5.3. Muscles of the Hand, Arm, and Shoulder

OBJECTIVE -- At the conclusion of this unit, the student will be able to:

Describe the location and functions of the muscles of the hand, arm, and shoulder.

LESSON SEQUENCE

5.3.1 Muscles of the Hand, Arm, and Shoulder

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 5. Manicuring
5.3 Muscles of the Hand, Arm and Shoulder
5.3.1 Muscles of the Hand, Arm, and Shoulder (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Describe the location of the muscles of the hand, arm, and shoulder.

b. Massage properly the muscles of the arm and hand.

Method

1. Lecture -- Discussion

   I. Introduction to muscles of the hand, arm and shoulder
   Review muscles

   II. Arm and shoulder muscles
   a. Trapezius
   b. Latissimus Dorsi
   c. Pectoralis Major
   d. Pectoralis Minor
   e. Serratus Anterior

   III. Upper arm and shoulder muscles
   a. Deltoid
   b. Biceps
   c. Triceps

   IV. Muscles of the forearm
   a. Pronators
   b. Supinators
   c. Flexors
   d. Extensors

   V. Muscles of the hand
   a. Abductor
   b. Adductor

2. Illustration -- Transparency

   I-5.3.1 -- Muscles of the Shoulders, Arm, and Hands

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.
2. Prepare transparency.
3. Check overhead projector for use.

Teaching Tips

Student Activity

1. Preparation
   Read pages 345 and 346 in the Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment
   a. Fill in page 40 in the Workbook for Beauty Culture Theory.

   b. Study words from notes taken during lecture.

4. Evaluation -- This may be used as a 10-point quiz.

   Fill in:

4.............Separate the fingers	1. Supinators
5.............Draw fingers together	2. Flexors
6.............Straighten fingers and hand	3. Pronators
1.............Turn hand outward	4. Abductors
2.............Bend wrist and hand	5. Adductors
3.............Turn hand inward	6. Extensors
9.............Principal muscle on front of upper arm	7. Deltoid
10.............Covers back of upper arm	8. Serratus anterior
7.............Large muscle that covers shoulder	9. Biceps
8.............Assists in breathing	10. Triceps

UNIT PLAN

Section 5. Manicuring
Unit 5.4 Blood Supply

OBJECTIVE -- At the conclusion of this unit, the student will be able to:

Describe the blood supply of the arm and hand.

LESSON SEQUENCE

5.4.1 Blood Supply of the Arm and Hand

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 5. Manicuring
5.4 Blood Supply
5.4.1 Blood Supply of the Arm and Hand (1-0)

Objective -- At the conclusion of this lesson, the student will:

Understand the blood supply of the arm and hand.

Method

1. Lecture -- Discussion

   I. Introduction

   Review circulatory system

   II. Arteries of the arm and hand
      1. Ulnar arteries
      2. Radial arteries
      3. Deltoid artery
      4. Axillary artery
      5. Brachial artery
      6. Volar metacarpal artery
      7. Volar digital artery

   III. Veins
      1. Internal jugular vein
      2. Subclavian vein
      3. Axillary vein
      4. Cephalic vein
      5. Basilic vein
      6. Brachial vein
      7. Radial vein
      8. Ulnar vein
      9. Volar digital vein

2. Illustration -- Transparencies

   I-5.4.1.a -- Veins of the Hand and Arm
   I-5.4.1.b -- Arteries of the Hand and Arm

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.

2. Prepare transparencies.

3. Check overhead projector.

4. Obtain a H.O.S. I-5.4.1 -- Blood Supply of the Arm and Hand, for each student.

Teaching Tips

Student Activity

1. Preparation

   Read page 367 in the Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

   a. Fill in page 52 in Workbook for Beauty Culture Theory.

   b. Study lecture notes from today's lesson.

4. Evaluation

   I. H.O.S I-5.4.1 -- Blood Supply of the Arm and Hand may be used as a quiz for evaluation of this lesson.

   II. Text I-5.4.1 -- Anatomy of the Arm and Hand may be given after the completion of lessons I-5.2.1, I-5.2.2, I-5.3.1, and I-5.4.1.

UNIT PLAN

Section 5. Manicuring
Unit 5.5 The Plain Manicure

OBJECTIVES -- At the conclusion of this unit the student will:

1. Give a plain manicure, efficently and quickly, in a most professional manner.
2. Identify manicuring chemicals and what they are intended to do.

LESSON SEQUENCE

5.5.1	Introduction to Manicuring
5.5.2	Removing Polish and Filing Nails
5.5.3	Care of the Cuticle
5.5.4	Polishing the Nails, and Care of Nail Polish
5.5.5	Manicure Procedure
5.5.6	Chemistry of Manicuring Products

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 5. Manicuring
5.5 The Plain Manicure
5.5.1 Introduction to Manicuring (3-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Identify the tools and know the other terms used in manicuring.

b. Explain the use of the tools necessary to manicuring.

c. Properly prepare a table for a manicure and understand the reason it is prepared in this way.

Method

1. Lecture -- Demonstration -- Discussion

   I. Introduction to manicuring
   Qualifications of a manicurist

   II. Nomenclature of manicuring
   A. Manicuring
   B. Equipment and supplies of manicuring

   III. The manicure table

2. Illustration -- Transparencies

   I-5.5.1.a -- Manicuring Implements
   I-5.5.1.b -- The Manicuring Table

3. Demonstration

   Teacher should demonstrate how a manicuring table should look, while explaining the reasons each item is placed where it is.

Teacher Preparation

1. Gather lecture notes.
2. Prepare transparencies.
3. Check overhead projector for use.
4. Gather items necessary for manicuring table: towels, manicuring sterilizer, cotton, implements.

Teaching Tips

This seems like a rather unimportant lesson, but you will find that if this lesson is taught properly it will save you from correcting the manicure table for the rest of the course.

Student Activity

1. Preparation

   Read pages 63 to 65 and page 69 in the Standard Textbook of Cosmetology.

2. Performance

   The student should be able to properly set up a manicuring table.

3. Assignment

   Be able to identify the following items and know their proper use:

   - steel file
   - emery board
   - manicuring sterilizer
   - orangewood stick
   - cuticle scissors
   - nail brush
   - buffer
   - pusher
   - nipper

4. Evaluation

   a. Evaluation should be done by questioning during lecture-demonstration.

   b. Have students prepare a manicure table for a manicure.

   c. Each student will identify the tools of a manicure and describe their use.

Beauty Culture I

LESSON PLAN

Section 5. Manicuring
5.5 The Plain Manicure
5.5.2 Removing Polish and Filing Nails (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Properly remove polish from the patron's nails without removing her own.

b. File the nails in the manner demonstrated.

Method

1. Lecture -- Demonstration

   I. Removing polish

   II. Filing the nails
      a. The emery board
      b. The beveled edge

   III. Shapes of nails

2. Illustration -- Transparencies

   I-5.5.2.a -- The Beveled Nail
   I-5.5.2.b -- Shapes of Nails

3. Demonstration -- Done in coordination with lecture

Teacher Preparation

1. Gather lecture notes.
2. Prepare transparencies.
3. Check overhead projector for use.
4. Gather materials necessary for demonstration, such as cotton, emery board, and nail polish remover.

Teaching Tips

Student Activity

1. Preparation

   Read pages 67 and 68 in the Standard Textbook of Cosmetology.

2. Performance

   Student should remove her partner's polish and file her nails.

3. Assignment

   At home, file the nails of each member of the family including children, keeping in mind the correct shape for each individual and personal preference.

4. Evaluation

   Evaluation should be done by observation of performance, particularly checking filing direction and final shape.

LESSON PLAN

Section 5. Manicuring
5.5 The Plain Manicure
5.5.3 Care of the Cuticle (0-2)

Objective -- At the conclusion of this lesson, the student will:

Properly push and cut the cuticle.

Method

1. Lecture -- Demonstration
   - I. Cuticle in relation to nail biting
   - II. Loosening the cuticle chemically
   - III. Loosening the cuticle physically
   - IV. Cutting the cuticle
2. Illustration -- none
3. Demonstration -- Done in coordination with lecture.

Teacher Preparation

1. Gather lecture notes.
2. Gather materials necessary for demonstration, such as manicuring table, towel, manicure bowl, cuticle cream, pusher and nipper.

Teaching Tips

Student Activity

1. Preparation
   Have polish removed and nails filed, ready for cuticle care.
2. Performance
   Students should practice cuticle care on their partners.
3. Assignment
   Practice cuticle care on members of the family at home.
4. Evaluation
   Evaluation is done by observing student performance. Check both loosening and trimming of cuticles.

Beauty Culture I

LESSON PLAN

Section 5. Manicuring
5.5 The Plain Manicure
5.5.4 Polishing the Nails, and Care of Nail Polish (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Mix polish to the proper consistency, in order for it to adhere to the nail and be longer lasting.

b. Apply polish to the nails, in the most efficient professional method.

Method

1. Lecture -- Demonstration

   I. How to keep the nail polish

   II. How to polish the nails

2. Illustration -- Transparency

   I-5.5.4 -- How To Polish the Nails

3. Demonstration -- With the lecture

Teacher Preparation

1. Gather lecture notes.

2. Prepare transparency.

3. Check overhead projector for use.

4. Gather materials for demonstration such as nail polish, solvent, remover, cotton and prepared manicure table.

Teaching Tips

Have a thick bottle of polish and one which has been overthinned, for stressing proper consistency.

Student Activity

1. Preparation

   Students should have nails ready to polish.

2. Performance

   Have students polish each other's nails.

3. Assignment -- none

4. Evaluation

   Evaluation should be done by observation of performance, checking consistency of polish and observing polish application by each student.

Beauty Culture I

LESSON PLAN

Section 5. Manicuring
Unit 5.5 The Plain Manicure
Lesson 5.5.5 Manicure Procedure (3-0)

Objective -- At the conclusion of this lesson, the student will:

Give the most professional manicure in a minimum of time.

Method

1. Lecture -- Discussion

   Discuss H.O.S. I-5.5.5 -- Job Procedure-Plain Manicure

2. Illustration -- Transparencies

   Use manicure transparencies from previous lessons as review.

3. Demonstration

   Teacher should give a student a complete manicure, following the procedure set down.

Teacher Preparation

Gather items necessary to give demonstration, such as manicuring table, setup, towels, manicuring implements, cotton.

Teaching Tips

Procedure should be stressed here, because once a procedure is familiar, speed and confidence follow.

Student Activity

1. Preparation
   a. Review past lessons on parts of the manicure.
   b. Gather items necessary for a plain manicure.

2. Performance
   Students should give a manicure to their partners. This naturally is not required of male students.

3. Assignment

Find a member of the family and give her a manicure, following the professional method.

4. Evaluation

   a. Evaluation is done by observation of performance, both during and after the manicure.

   b. After lesson I-5.5.6, test I-5.5.6 should evaluate knowledge of this subject.

Beauty Culture I

LESSON PLAN

Section 5. Manicuring
5.5 The Plain Manicure
5.5.6 Chemistry of Manicuring Products (1-0)

Objective -- At the conclusion of this lesson, the student will be able to:

Identify the manicuring chemicals and know what they are intended to do.

Method

1. Lecture

    I. Introduction to manicuring products

    II. Chemicals used for manicuring
        A. Polish removers
        B. Cuticle oils and creams
        C. Cuticle removers
        D. Nail bleaches and whiteners
        E. Abrasives
        F. Nail polishes
        G. Nail strengtheners
        H. Hand creams and lotions

2. Illustration -- none

3. Demonstration

    During lecture, some of these products can be shown if advisable, but actually the students have seen their use in previous lessons.

Teacher Preparation

1. Gather lecture notes.
2. Gather materials you will want to show.

Teaching Tips

Take a manicuring product and put a number on it rather than a name. Do this with 10 products. Ask the student to write what #1 is, #2, etc. This game makes them become quite familiar with products by appearance and smell.

Student Activity

Preparation

Read pages 65 and 66 in the Standard Textbook of Cosmetology.

Performance -- none

Assignment

Make a list of all the hand- and nail-care products you have at home and state what category they fall into.

Evaluation

I. Evaluation may be done by the following 10-point quiz. Fill in:

8 ____________________ is a mixture of fats and waxes

3 ____________________ consists of some form of soap

4 ____________________ contains zinc oxide or titanium dioxide

6 ____________________ protects nail polish against stickiness

10 ____________________ is never applied over polish

2 ____________________ contains hydrogen peroxide

7 ____________________ is intended to replace natural oil of the skin

5 ____________________ contains a mild abrasive

9 ____________________ contains organic solvents

1 ____________________ removes nail polish

1. acetone
2. nail bleach
3. nail cleanser
4. nail whitener
5. dry nail polish
6. nail dryers
7. hand cream
8. cuticle cream
9. nail polish remover
10. nail strengthener

II. At the completion of the manicuring section, Test I-5.5.6 -- Manicuring, may be given.

UNIT PLAN

Section 6. Hair Pressing and Iron Curling
Unit 6.1 Introduction to Hair Pressing and Iron Curling

OBJECTIVES -- At the conclusion of this unit, the student will:

1. Determine elasticity, porosity, and hair texture by feel and sight.
2. Demonstrate the proper use of the heater for pressing and curling.
3. Know the terminology of hair pressing and iron curling.

LESSON SEQUENCE

6.1.1	A Review of the Study of the Hair and Scalp
6.1.2	Terminology of Hair Pressing and Iron Curling

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.1 Introduction to Hair Pressing and Iron Curling.
6.1.1 A Review of the Study of the Hair and Scalp (1-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Understand the effects of hair texture, hair elasticity, hair porosity, and scalp flexibility on hair pressing.

b. Be able to determine the elasticity, porosity, and hair texture by feel and sight.

Method

1. Lecture -- Discussion

   I. Review of the histology of hair, lesson I-3.4.2.

   II. Review of the analysis of hair, lesson I-3.4.3.

2. Illustration -- Transparencies

   Use transparencies from lesson plan I-3.4.2.

3. Demonstration -- none

Teacher Preparation

1. Prepare transparencies.
2. Check overhead projector for use.
3. Gather lecture notes.

Teaching Tips

Student Activity

1. Preparation
   Review notes on Histology of Hair and Analysis of Hair

2. Performance -- none

3. Assignment
   This lesson should have pointed out those areas you've forgotten. Study those areas.

4. Evaluation
   Students' knowledge of the subject should be ascertained by questioning during review lecture period.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.1 Introduction to Hair Pressing and Iron Curling
6.1.2 Terminology of Hair Pressing and Iron Curling (1-0)

Objectives -- At the conclusion of this lesson, the student will:

a. Know the terminology of hair pressing and iron curling

b. Understand the proper use of the heater for pressing and curling.

Method

1. Lecture -- Discussion

   I. Introduction to hair pressing and iron curling

   II. Terminology of hair pressing and iron curling
      a. The hair pressing comb-out
      b. The curling iron

   III. Care of the heater

2. Illustration

   Show actual hair-pressing comb and marcel iron.

3. Demonstration

   Using the pressing comb and curling iron, point out how they are held, the various parts, and their use.

Teacher Preparation

1. Gather lecture notes.

2. Have pressing comb, heater, and curling iron for demonstration.

Teaching Tips

Point out that this curling iron is used for curling hair which has been pressed. However, the technique is also applicable to all types of curling irons, to do all types of hair styling.

Student Activity

1. Preparation -- none
2. Performance -- none
3. Assignment

   Know the nomenclature in today's lesson.

4. Evaluation

   The questioning done during the lecture is the best evaluation of this lesson.

UNIT PLAN

Section 6. Hair Pressing and Iron Curling
Unit 6.2 Hair Pressing

OBJECTIVES -- At the conclusion of this unit, the student will:

1. Understand hair-pressing theory and the reasons for its use.

2. Demonstrate the procedure for soft and hard pressing.

LESSON SEQUENCE

6.2.1 Theory of Hair Pressing
6.2.2 Procedure for Soft Pressing
6.2.3 Procedure for Hard Pressing

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.2 Hair Pressing
6.2.1 Theory of Hair Pressing (1-0)

Objectives -- At the conclusion of this lesson the student will be able to:

a. Explain hair pressing.

b. Tell why it is used.

c. Explain the safety precautions needed while hair pressing.

Method

1. Lecture -- Discussion

   I. Theory of hair pressing

   II. Distribution of H.O.S. I-6.2.1--Safety Precautions During Hair Pressing

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

1. Gather lecture notes.

2. Obtain a H.O.S. I-6.2.1--Safety Precautions During Hair Pressing, for each student.

Teaching Tips

Safety precautions should be stressed here, both for the patron and the operator. Proper handling of implements can help avoid accidents which would result in student burns.

Student Activity

1. Preparation

   Read pages 303-305 in the Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment

Review safety precautions.

4. Evaluation

a. Test I-6.2.1--Hair Pressing and Iron Curling should follow lessons I-6.1.1, I-6.1.2, and I-6.2.1.

b. This could be done orally or as a 10-point quiz. (True-False)

T ________1. Hair pressing serves to straighten over-curly hair for a limited time only.

F ________2. A soft press is done with a marcel iron over a comb press.

F ________3. Individual hair differences are not important in hair pressing.

T ________4. Pressing combs must be kept clean and free from carbon.

F ________5. The pressing combs do not have to be checked for heat degree because the heaters are thermostatically controlled.

F ________6. Most of the pressing is done between the teeth of the comb.

T ________7. A pressing oil is generally used on the hair during the pressing procedure.

F ________8. The pressing comb is usually constructed of either good-quality steel or brass.

T ________9. A hard press may be accomplished by a double comb-press.

T ________10. Before a cosmetologist undertakes to press a patron's hair, she should carefully examine the condition of the hair and scalp.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling.
6.2 Hair Pressing
6.2.2 Procedure for Soft Pressing (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Demonstrate the procedure for soft pressing.

b. Explain the safety precautions necessary while doing this service.

Method

1. Lecture -- Demonstration -- Explanation

   I. Distribution and explaination of H.O.S. I-6.2.2 -- Soft Pressing

   II. Demonstration -- procedure for soft pressing

2. Illustration -- none

3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

1. Obtain a H.O.S. I-6.2.2 -- Job Procedure-Soft Pressing, for each student.

2. Gather items necessary for demonstration: manikin (with hair that has been on cold-wave rods), heater, pressing combs, pressing oil.

Teaching Tips

1. Always stress the possibility of burns.

2. Stress the importance of turning off heater at proper intervals.

Student Activity

1. Preparation

   Read pages 306 and 307 in the Standard Textbook of Cosmetology.

2. Performance

   Students should straighten manikin's hair, observing all rules of procedure and safety precautions.

3. Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance.
   Check for smoothness over and under each hair strand.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.2 Hair Pressing
6.2.3 Procedure for Hard Pressing (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Describe the procedures for hard-pressing.

b. Hard-press, using both methods.

Method

1. Lecture -- Demonstration

   Demonstration of procedure for hard pressing

2. Illustration -- none

3. Demonstration -- Done in conjunction with the lecture

Teacher Preparation

Gather items necessary for demonstration: a manikin with hair that has been on cold-wave rods, heater, pressing comb, and pressing oil.

Teaching Tips

After soft pressing, hard pressing is not difficult, so this lesson serves to make the students repeat pressing without apparently doing so.

Student Activity

1. Preparation

   Read pages 308 and 309 in the Standard Textbook of Cosmetology.

2. Performance

   Students should be able to straighten kinky hair and begin to feel more at home using the pressing comb and heater.

3. Assignment

Review questions and answers on page 310 in the Standard Textbook of Cosmetology.

4. Evaluation

Evaluation is done by observation of performance, observing:

a. position of heater, pressing comb, and manikin;

b. heat of pressing comb;

c. adeptness at performing pressing.

UNIT PLAN

Section 6. Hair Pressing and Iron Curling
Unit 6.3 Iron Curling

OBJECTIVES -- At the conclusion of this unit, the student will:

1. Understand iron curling and be able to explain its advantages.
2. Iron-curl the hair professionally, observing all safety precautions.
3. Do hair styles with croquinole iron curling and comb them into suitable hairstyles.

LESSON SEQUENCE

6.3.1	Theory of Iron Curling
6.3.2	Handling the Iron
6.3.3	Procedure for Iron Curling and Safety Precautions
6.3.4	Curling a Complete Head
6.3.5	Style I With an Iron
6.3.6	Style II With an Iron
6.3.7	Style III With an Iron
6.3.8	Style IV With an Iron

TEACHER PREPARATION

The teacher, prior to the presentation of each lesson, will read the lesson plan for the lesson and follow all procedures set forth in it to achieve maximum student achievement. Each lesson includes the preparation necessary for the teacher, the method to be used in presentation, and a complete list of visual aids to be used.

STUDENT ACTIVITIES

At the conclusion of each lesson, the student will complete the performance requirements at an acceptable skill level, as specified in the lesson objective. All assignments are expected to be completed at a specified time. The student activities will follow those listed in the Semester I abstract.

EVALUATION

The evaluation of students' competencies in this unit will be based upon the stated objectives. Methods of evaluation will vary and will include written, oral, and performance testing. Performance criteria will be established to evaluate the student's progress.

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.3 Iron Curling
6.3.1 Theory of Iron Curling (1-0)

Objectives -- At the conclusion of this lesson, the student will be able to:

a. Describe iron curling.

b. Explain the advantages of iron curling.

Method

1. Lecture -- Discussion

   Theory of iron curling

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Gather lecture notes.

Teaching Tips

Student Activity

1. Preparation
   Read pages 311-315 in the Standard Textbook of Cosmetology.

2. Performance -- none

3. Assignment -- none

4. Evaluation
   Evaluation of understanding is done by questioning in class.

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.3 Iron Curling
6.3.2 Handling the Iron (0-2)

Objectives -- At the conclusion of the lesson, the student will:

a. Properly handle the curling iron.

b. Know the safety precautions necessary while doing this service.

Method

1. Lecture -- none

2. Illustration -- none

3. Demonstration

Do a croquinole curl, then show how to hold the iron.

Teacher Preparation

Obtain an iron for each student

Teaching Tips

This lesson is the first time many students have had an iron in their hands. This lesson is used first to show them the use of the iron by demonstrating a curl, and only then requesting them to get used to manipulating the iron properly.

Student Activity

1. Preparation
   Read page 312 in the Standard Textbook of Cosmetology.

2. Performance
   Iron manipulation under teacher guidance

3. Assignment -- none

4. Evaluation
   Evaluation is done by observation of performance, such as handling the curling iron and observing safety precautions.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.3 Iron Curling
6.3.3 Procedure for Iron Curling, and Safety Precautions (3-0)

Objective -- At the conclusion of this lesson, the student will:

Iron-curl a croquinole thermal curling.

Method

1. Lecture -- Demonstration
   I. Croquinole thermal curling
   II. Explain H.O.S. I-6.3.3 -- Job Procedure-Iron Curling -- The Thermal Croquinole Curl
   III. Demonstration of Iron Curling
2. Illustration -- none
3. Demonstration -- Done in conjunction with lecture

Teacher Preparation

1. Gather lecture notes.
2. Obtain items necessary for demonstration, such as iron, heater, manikin, comb, paper.
3. Obtain a H.O.S. I-6.3.3 -- Iron Curling-The Thermal Croquinole Curl, for each student.

Teaching Tips

This procedure should be taught as follows:

1. Student shows curl technique with iron on manikin -- no heat involved.
2. Student practices the above for proficiency and speed.
3. After teacher's permission (having checked the above), the student may progress to work with heat.

Student Activity

1. Preparation

   Student should feel confident with the iron before using heat.

2. Performance

   Croquinole thermal-curling on manikins

3 Assignment -- none

4. Evaluation

   Evaluation is done by observation of performance, such as execution of the curl. Check ends especially.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.3 Iron Curling
6.3.4 Curling a Complete Head (0-2)

Objective -- At the conclusion of this lesson, the student will:

Marcel a complete head of croquinole curls.

Method

1. Lecture

   Suggested method of procedure for thermal-curling a complete head

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation

Gather lecture notes.

Teaching Tips

This is essentially a practice lesson, much needed by students new to the use of a marcel iron.

Student Activity

1. Preparation
   Read pages 316-319 in the Standard Textbook of Cosmetology.

2. Performance
   Croquinole thermal-curling a whole head

3. Assignment
   Reivew questions and answers on page 320 of the Standard Textbook of Cosmetology.

4. Evaluation
   Evaluation is done by observation of performance, checking size and smoothness of curls.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.3 Iron Curling
6.3.5 Style I With an Iron (0-2)

Objective -- At the conclusion of this lesson, the student will:

Do style I with an iron.

Method

1. Lecture -- Demonstration

   Demonstration and explanation of placement of iron curls to arrive at the comb-out of style I.

2. Illustration -- Transparency

   I-6.3.5 -- Style I With an Iron

3. Demonstration -- Done in conjunction with lecture

Teacher Preparation

1. Obtain a H.O.S. I-4.5.3 -- Blank Heads for each student.
2. Gather items necessary for demonstration.

Teaching Tips
Point out that the amount of hair used in each curl changes the tightness of the curl.

Student Activity
1. Preparation
   Student should be adept at iron curling before attempting this lesson.

2. Performance
   Croquinole thermal-curling following transparency showing Style I With an Iron.

3. Assignment -- none

4. Evaluation
   Evaluation is done by observation of execution of style I with an iron.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.3 Iron Curling
6.3.6 Style II With an Iron (O-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Be aware of the various styles that may be achieved with iron curling.

b. Do a style making curls and combing into a wave pattern.

Method

1. Lecture -- Demonstration

   Demonstration and explanation of placement of iron curls for style II.

2 Illustration -- Transparency

   I-6.3.6 -- Style II With an Iron

3. Demonstration -- Done in conjunction with lecture

Teacher Preparation

1. Obtain a H.O.S. I-4.5.3 -- Blank Heads for each student.
2. Gather items necessary for demonstration

Teaching Tips

At this point the curling may be done ahead of time by the teacher or a capable student, so the demonstration can be of the comb-out or result, so as not to waste student time with another demonstration of curling.

Student Activity

1. Preparation -- none

2. Performance
   Student should do set with iron curling as described in lesson.

3. Assignment -- none

4. Evaluation
   Evaluation is done by observation of execution of set.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.3 Iron Curling
6.3.7 Style III With an Iron (0-2)

Objectives -- At the conclusion of this lesson, the student will:

Do style III with an iron.

Method

1. Lecture -- Demonstration

   Demonstration and explanation of placement of iron curls for Style III.

2. Illustration -- Transparency

   I-6.3.7 -- Style III With an Iron

3. Demonstration -- Done in conjunction with lecture

Teacher Preparation

1. Obtain a H.O.S. I-4.5.3 -- Blank Heads, for each student.
2. Gather items necessary for demonstration.

Teaching Tips

At this point the curling may be done ahead of time by the teacher or a capable student, so the demonstration can be of the comb-out or result, so as not to waste student time with another demonstration of curling.

Student Activity

1. Preparation -- none

2. Performance
   Student should do this style with iron curling as described.

3. Assignment -- none

4. Evaluation
   Evaluation is done by observation of performance.

Beauty Culture I

LESSON PLAN

Section 6. Hair Pressing and Iron Curling
6.3 Iron Curling
6.3.8 Style IV With an Iron (0-2)

Objectives -- At the conclusion of this lesson, the student will:

a. Have executed the various styles that may be achieved with iron curling.

b. Do an original style (Style IV) with an iron.

Method

1. Lecture -- none

2. Illustration -- none

3. Demonstration -- none

Teacher Preparation -- none

Teaching Tips

This is a good way to allow those students who need the practice to show some creative way of styling with a marcel iron.

Student Activity

1. Preparation -- none

2. Performance

   Student should do an original set with the iron.

3. Assignment -- none

4. Evaluation

   This is done by observation of performance. Observe originality of style.

WEEKLY PLAN BOOK

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
1.	Check attendance.	L.P. I-1.1.1 School and Department Orientation (3-0)	Continued from Period I
2.	Check attendance. Check personal appearance on chart.	L.P. I-1.1.2 Student and Shop Organization (3-0)	Continued from Period I
3.	Check attendance. Check personal appearance on chart.	L.P. I-1.1.3 Personal Ethics in the School and Salon (1-0)	L.P. I-3.1.1 Patron Preparation and Preparatory Brushing (0-2)
4.	Check attendance. Check personal appearance on chart.	L.P. I-4.1.1 Hair Styling Terminology (1-0)	L.P. I-4.1.2 How to Comb Hair (0-2)
5.	Check attendance.	L.P. I-4.3.1 Reverse Maypole Curl (3-0)	Continued from Period I

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
6.	Check attendance.	L.P. I-1.1.4 Professional Ethics (1-0)	L.P. I-4.3.2 Forward Maypole Curl (0-2)
7.	Check attendance. Check personal appearance on chart.	L.P. I-4.1.3 Clockwise and Counterclockwise Curls, including O'Clock Curls (1-0)	L.P. I-4.3.3 Waves Done With Maypole Curls (0-2)
8.	Check attendance.	L.P. I-4.2.1 Basic Theory of Fingerwaving (3-0)	Continued from Period I
9.	Check attendance.	L.P. I-1.2.1 Hygiene (1-0)	L.P. I-4.2.2 Fingerwaving the Back of the Head (0-2)
10.	Check attendance.	L.P. I-1.4.1 Knowledge of Supplies and General Shop Maintenance (2-0)	Continued from Period I. for 1 hr. L.P. I-4.2.2 Fingerwaving the Back of the Head (0-1)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
11.	Check attendance.	L.P. I-1.2.2 Good Grooming (1-0)	L.P. I-4.3.1 Review of Maypole Curls: Forward and Reverse (0-2)
12.	Check attendance. Check personal appearance.	L.P. I-1.2.3 Visual Poise (1-0)	L.P. I-4.2.2 Review of Fingerwaving the Back of the Head (0-2)
13.	Check attendance. Check personal appearance.	L.P. I-5.5.1 Introduction to Manicuring (3-0)	Continued from Period I
14.	Check attendance.	L.P. I-5.1.1 Study of the Nail (1-0)	L.P. I-5.5.2 Removing Polish and Filing Nails (0-2)
15.	Check attendance.	L.P. I-2.1.1 Introduction to the study of Bacteriology (1-0)	L.P. I-4.2.3 Set Using Fingerwaves and Maypole Curl (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
16.	Check attendance. Check on progress chart	L.P. I-2.1.2 Bacterial Growth and Infections (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)
17.	Check attendance.	L.P. I-2.1.3 Infection, Infectious Agents, and Immunity (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)
18.	Check attendance. Check personal appearance.	TEST I-2.1.3 Bacteriology (1-0)	L.P. I-2.2.2 Quaternary Ammonium Compounds and Their Use (0-2)
19.	Check attendance.	L.P. I-5.1.2 Irregularities of the Nail (1-0)	H.P. I-5.5.3 Care of the Cuticle (0-2)
20.	Check attendance.	GUEST LECTURER -- To Demonstrate for Seniors (Juniors to observe) L.P. I-4.1.2 -- How To Comb Hair (0-3)	

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
21.	Check attendance. Check personal appearance.	L.P. I-4.2.4 Fingerwaving the Whole Head, Using a Side Part (3-0)	Continued from Period I
22.	Check attendance.	TEST I-1.2.3 Hygiene and Good Grooming (1-0)	L.P. I-4.2.4 Fingerwaving the Whole Head, Using a Side Part (0-2)
23.	Check attendance.	GUEST LECTURER L.P. I-6.3.3 -- Procedure for Iron Curling (3-0)	
24.	Check attendance.	L.P. I-4.4.1 Introduction to the Regular Pin Curl (Reverse Pin Curl) (3-0)	Continued from Period I
25.	Check attendance.	L.P. I-5.1.3 Diseases of the Nail (1-0)	L.P. I-4.4.2 Forward Pin Curl (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
26.	Check attendance.	L.P. I-4.4.3 Waves Done With Pin Curls (0-3)	Continued from Period I
27.	Check attendance. Check personal appearance.	L.P. I-4.4.4 Pin Curl Set (0-3)	Continued from Period I
28.	Check attendance.	TEST I-5.1.3 The Nail, Its Disorders and Diseases (1-0)	L.P. I-5.5.4 Polishing the Nails, and Care of Nail Polish (0-2)
29.	Check attendance.	L.P. I-5.5.5 Manicure Procedure (3-0)	Continued from Period I
30.	Check attendance.	L.P. I-3.1.2 The Plain Shampoo (3-0)	Continued from Period I

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
31.	Check attendance.	L.P. I-2.2.1 Introduction to Sterilization (1-0)	L.P. I-3.3.3 Treatment for Dry Scalp (0-2)
32.	Check attendance.	L.P. I-4.5.1 Introduction to the Sculpture Curl-Reverse Curl (3-0)	Continued from Period I
33.	Check attendance. Check personal appearance.	L.P. I-2.2.2 Quaternary Ammonium Compounds and Their Use (1-0)	L.P. I-4.5.2 Forward Sculpture Curl (0-2)
34.	Check attendance.	L.P. I-2.2.3 Sanitation (1-0)	L.P. I-4.5.3 Waves Done With Sculpture Curls -- Set I (0-2)
35.	Check attendance.	L.P. I-3.2.1 Introduction to Dermatology (1-0)	L.P. I-3.1.4 Shampoo for Oily Hair (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
36.	Check attendance.	L.P. I-3.2.2 Histology of Skin (1-0)	L.P. I-4.5.5 Semi-Standup Curls (0-2)
37.	Check attendance.	L.P. I-4.5.4 Waves Done With Sculpture Curls -- Set II (3-0)	Continued from Period I
38.	Check attendance.	L.P. I-2.2.4 Chemicals for Sterilization (1-0)	L.P. I-4.5.8 Waves Done With Sculpture Curls -- Set III (0-2)
39.	Check attendance.	L.P. I-3.2.3 Functions of the Skin (1-0)	L.P. I-4.5.9 Waves Done With Sculpture Curls -- Set IV (0-2)
40.	Check attendance.	L.P. I-5.5.6 Chemistry of Manicuring Products (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
41.	Check attendance.	L.P. I-3.4.1 Introduction to Trichology (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)
42.	Check attendance.	L.P. I-3.4.2 Histology of Hair (1-0)	L.P. I-4.6.1 How to Set a Basic Roller Curl (0-2)
43.	Check attendance.	L.P. I-1.3.2 Introduction to the Skeletal System (1-0)	L.P. I-5.5.5 Manicure Procedure (0-2)
44.	Check attendance.	L.P. I-3.4.3 Hair Analysis (1-0)	L.P. I-4.6.2 Basic Roller Set I (0-2)
45.	Check attendance.	L.P. I-5.2.2 Nerves of the Arm and Hand (1-0)	L.P. I-4.6.3 Basic Roller Set II (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
46.	Check attendance.	L.P. I-3.2.4 Nomenclature of Diseases and Disorders of the Skin and Scalp (1-0)	L.P. I-4.6.3 Finish Roller Set I or Set II or do an original Roller Set (0-2)
47.	Check attendance.	L.P. I-3.2.5 Lesions of the Skin (1-0)	L.P. I-2.2.2 Quaternary Ammonium Compounds and Their Use (0-2)
48.	Check attendance.	TEST I-3.2.3 The Skin	L.P. I-5.5.5 Manicure Procedure (0-2)
49.	Check attendance.	L.P. I-3.2.6 Disorders of the Sebaceous and Sudoriferous Glands (1-0)	Do an original set using sculpture curls which results in some waves. (NO ROLLERS USED.)
50.	Check attendance.	L.P. I-3.2.7 Dandruff and Alopecia (1-0)	L.P. I-4.7.1 Cascade Curls (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
51.	Check attendance.	L.P. I-3.2.8 Other Disorders of the Skin (1-0)	L.P. I-4.6.4 Basic Roller Set III (0-2)
52.	Check attendance.	TEST I-3.2.8 Disorders of the Skin and Scalp	L.P. I-4.7.1 Cascade Curls (0-2)
53.	Check attendance.	FIELD TRIP L.P. I-1.1.5 -- Professional Improvement	
54.	Check attendance.	TEST I-4.7.1 Hair Styling (1-0)	L.P. I-4.2.5 The Horseshoe Wave (0-2)
55.	Check attendance.	L.P. I-5.3.1 Muscles of the Hand, Arm, and Shoulder (1-0)	L.P. I-5.5.5 Manicure Procedure (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
56.	Check attendance.	L.P. I-6.1.1 Review of the Study of the Hair and Scalp (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)
57.	Check attendance.	L.P. I-1.3.1 Structure of the Body (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)
58.	Check attendance.	L.P. I-3.1.3 Hot Oil Shampoo (3-0)	Continued from Period I
59.	Check attendance.	L.P. I-6.1.2 Terminology of Hair Pressing and Iron Curling (1-0)	L.P. I-5.5.5 Manicure Procedure (0-2)
60.	Check attendance.	L.P. I-4.5.6 Skip Wave (3-0)	Continued from Period I

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
61.	Check attendance.	L.P. I-6.2.1 Theory of Hair Pressing (1-0)	L.P. I-6.2.2 Procedure for Soft Pressing (0-2)
62.	Check attendance.	L.P. I-5.4.1 Blood Supply of the Arm and Hand (1-0)	L.P. I-5.5.5 Manicure Procedure (0-2)
63.	Check attendance.	TEST I-5.4.1 Anatomy of the Arm and Hand	L.P. I-6.2.3 Procedure for Hard Pressing (0-2)
64.	Check attendance.	L.P. I-4.5.7 Skip Wave Set (3-0)	Continued from Period I
65.	Check attendance.	L.P. I-2.2.5 How To Sterilize Manicure Implements (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
66.	Check attendance.	L.P. I-2.2.6 Sterilization with Chemical Solutions (2-0)	Ist. hr. Continued from Period I L.P. I-1.4.1 General Shop Maintenance (0-1)
67.	Check attendance.	TEST I-2.2.6 Sterilization and Sanitation (1-0)	L.P. I-5.5.5 Manicure Procedure (0-2)
68.	Check attendance.	L.P. I-6.3.1 Theory of Iron Curling (1-0)	L.P. I-6.3.2 Handling the Iron (0-2)
69.	Check attendance.	L.P. I-6.3.3 Procedure for Iron Curling (3-0)	Continued from Period I
70.	Check attendance.	TEST I-5.5.6 Manicuring	L.P. I-1.1.5 Professional Improvement (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
71.	Check attendance.	L.P. I-3.3.1 Bones of the Cranium (1-0)	L.P. I-6.3.4 Curling a Complete Head (0-2)
72.	Check attendance.	L.P. I-3.3.2 Muscles of the Scalp, Neck, and Back (1-0)	L.P. I-5.5.5 Manicure Procedure (0-2)
73.	Check attendance.	TEST I-6.2.1 Hair Pressing and Iron Curling (1-0)	L.P. I-6.3.5 Style I With an Iron (0-2)
74.	Check attendance.	GUEST LECTURER -- from Revlon, to improve manicure technique L.P. I-5.5.5 Manicure Procedure (0-3)	
75.	Check attendance.	L.P. I-3.5.1 Introduction to Chemistry Terminology (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
76.	Check attendance.	L.P. I-3.5.2 Chemistry of Scalp and Hair Products (1-0)	L.P. I-6.3.6 Style II With an Iron (0-2)
77.	Check attendance.	L.P. I-5.2.1 Bones of the Arm and Hand (1-0)	L.P. I-6.3.7 Style III With an Iron (0-2)
78.	Check attendance.	L.P. I-1.3.3 Introduction to the Muscular System (1-0)	L.P. I-6.3.8 Style IV With an Iron (0-2)
79.	Check attendance.	TEST I-1.3.3 Introduction to the Skeletal and Muscular Systems (1-0)	L.P. I-5.5.5 Manicure Procedure (0-2)
80.	Check attendance.	L.P. I-1.3.4 Introduction to the Nervous System (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
81.	Check attendance.	TEST I-1.3.4 Introduction to the Nervous System (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)
82.	Check attendance.	L.P. I-1.3.5 Introduction to the Vascular System (1-0)	L.P. I-4.6.5 Original Set (0-2)
83.	Check attendance.	L.P. I-1.3.6 The Heart, Blood, and Lymph (1-0)	L.P. I-4.6.5 Original Set (0-2)
84.	Check attendance.	L.P. I-1.3.7 Other Organs of the Circulatory System (1-0)	L.P. I-5.5.5 Manicure Procedure (0-2)
85.	Check attendance.	TEST I-1.3.7 The Vascular System (1-0)	L.P. I-4.6.5 Original Set (0-2)

SAMPLE WEEKLY PLAN BOOK

DAY	TEACHER'S NOTES & HOME ASSIGNMENT	PERIOD I LECTURE	PERIOD II LAB
86.	Check attendance.	L.P. I-1.3.8 The Endocrine System (1-0)	L.P. I-4.6.5 Original Set (0-2)
87.	Check attendance.	L.P. I-1.3.9 The Excretory System (1-0)	L.P. I-4.6.5 Original Set (0-2)
88.	Check attendance.	L.P. I-1.3.10 The Respiratory System (1-0)	L.P. I-5.5.5 Manicure Procedure (0-2)
89.	Check attendance.	L.P. I-1.3.11 The Digestive System (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)
90.	Check attendance.	TEST I-1.3.11 The Respiratory and Digestive Systems (1-0)	L.P. I-1.1.5 Professional Improvement (0-2)

HANDOUT SHEETS

I - 1.1.1.a	Student Form
I - 1.1.1.b	Beauty Culture Department Handbook
I - 1.1.1.c	Permission Slip
I - 1.1.3.a	Requirements of a Pleasing Personality
I - 1.1.3.b	Rules for Personal Ethical Conduct
I - 1.1.4	Rules of Professional Ethical Conduct
I - 1.3.11	The Digestive System
I - 2.2.3	Rules of Sanitation From the Rules and Regulations for the Beauty Culture Industry
I - 2.2.5	Job Procedure-How to Sterilize Manicure Implements
I - 2.2.6.a	Job Procedure-Sterilization of Metallic Implements with Chemical Solution
I - 2.2.6.b	Job Procedure-Sterilization With Chemical Solutions -- Combs and Brushes
I - 3.1.1	Job Procedure-How To Perform a Preliminary Brushing
I - 3.1.2.a	Job Procedure-Plain Shampoo
I - 3.1.2.b	Job Procedure-Manipulations With a Plain Shampoo
I - 3.1.3	Job Procedure-Hot Oil Shampoo
I - 3.1.4	Job Procedure-Soapless Oil Shampoo
I - 3.2.2	Histology of Skin
I - 3.3.1	Bones of the Cranium
I - 3.3.3.a	Job Procedure-Dry Scalp Treatment
I - 3.3.3.b	Job Procedure-Scalp Manipulations
I - 4.1.2	Job Procedure-How To Comb Tangled Hair
I - 4.2.1	Job Procedure-Fingerwaving
I - 4.2.2	Job Procedure-Fingerwaving the Back of the Head
I - 4.2.3	Job Procedure-Set Using a Fingerwave and Maypole Curls
I - 4.2.4	Job Procedure-Fingerwaving the Whole Head Using a Side Part
I - 4.2.5	Job Procedure-The Horseshoe Wave
I - 4.3.1	Job Procedure-The Reverse Maypole Curl
I - 4.3.3	Job Procedure-Waves Done With Maypole Curls
I - 4.4.1	Job Procedure-Regular Pin Curl
I - 4.4.4	Job Procedure-Pin Curl Set
I - 4.5.1	Job Procedure-Basic Sculpture Curl Set
I - 4.5.3	Blank Heads
I - 5.2.1	Bones of the Arm and Hand
I - 5.2.2	Nerves of the Arm and Hand
I - 5.4.1	Blood Supply of the Arm and Hand
I - 5.5.5	Job Procedure-The Plain Manicure
I - 6.2.1	Safety Precautions During Hair Pressing
I - 6.2.2	Job Procedure-Soft Pressing
I - 6.3.3	Job Procedure-Iron Curling - Croquinole Curl

STUDENT FORM

Name ______________________________
(Last) (First) (Middle)

Address ______________________________
(No.) (Street) (City) (State) (Zip Code)

Phone ______________________________ Age __________

Date and Place of Birth ______________________________
(Date) (Place)

Grade ______________ ______________ High School Homeroom __________
(High School)

Name of Father, Mother, or Guardian ______________________________

Residence of Father, Mother or Guardian ______________________________
(No.) (Street)

______________ ______________ ______________
(City) (State) (Zip Code)

Father's, Mother's or Guardian's Occupation ______________________________

____

Business address and telephone of Father, Mother, or Guardian ______________

____
(No.) (Street) (City) (State) (Phone)

Number of Brothers, Sisters, and their ages: ______________________________

____

Family Physician ______________________________
(Name)

____
(Address) (Phone)

Hobbies and interests ______________________________

____

Do you play a musical instrument? __________ If so, what? ______________

Organizations, Associations, and Clubs ______________________________

____

Objective for enrolling in this course ______________________________

____

Who recommended this school to you? ______________________________

____

When and how did you decide this was what you wanted? What influenced you?

____

____

If you did not enter the Beauty Culture field, what would be your next choice?

____

Signed ______________________________

Date ______________________________

BEAUTY CULTURE DEPARTMENT HANDBOOK

This course is so designed that you will find the study of beauty culture both interesting and easy to master. What you personally accomplish will depend on your mental attitude toward your work, your school, the faculty, and your fellow students.

Study each lesson assigned to you and do the assigned work as quickly as possible. Do not be concerned with what comes next. If you do each job when it is assigned, you will not be caught short of time and find yourself unable to complete the required work. Many lessons can be covered successfully at one going over, while others must be repeated over and over to be properly mastered. Use patience during this period of repetition and try to realize that only through practice can you achieve excellence. Remember also that you must act as patron at times if you expect others to do the same for you.

Each student is expected to come to school each session properly and completely prepared. This means.....

1. in proper uniform
2. with complete professional kit, and
3. with all necessary academic supplies.

No excuse is acceptable for the lack of this basic equipment.

I. *Proper uniform*

A. Each student should be well groomed at all times. This is discussed further in the first unit of instruction. This includes proper hair shaping.

B. Junior female students should have:

1. Two white uniforms, pant suits with tops just covering the hips. They must be spotlessly clean, neat, properly fitted, and styled for freedom of movement.

2. Five inches below the shoulder, the student's first initial and last name should be embroidered on the uniform with black (nonrunning) embroidery thread.

3. Remember that colored lingerie will show through your uniform: therefore proper lingerie should be used.

4. Low-heeled white shoes which are well-fitted and can be easily polished. They should support the arch of the foot to give proper support for walking and standing. The soles should not be leather, which can be dangerous if the floor is wet in the work area.

C. Male students should have:

1. Two barber shirts. The open-style collar requires a shirt and tie, while the closed collar requires only an undershirt. (White for juniors, colored for seniors.)

2. Shoes which are well-fitted and neatly polished. They should support the arch of the foot to give proper support for walking or standing. The soles should not be leather, which can be dangerous if the floor is wet in the work area.

D. Senior female students should have:

1. Two uniforms, white-pant suits having a colored uniform top. They must be spotlessly clean, neat, and properly fitted, and styled for freedom of movement.

2. Five inches below the shoulder, the student's first initial and last name should be embroidered on the uniform with black (nonrunning) embroidery thread.

3. Remember that colored lingerie will show through your uniform. Proper lingerie should be used.

4. Low-heeled shoes which are well fitted and can be easily polished. They should support the arch of the foot to give proper support for walking and standing. The soles of the shoes should not be leather, which can be dangerous if the floor is wet in the work area.

II. *Complete kit*

Each student will have his/her personal beauty culture equipment, which can be purchased from the school at cost. All other necessary supplies will be furnished by the school. You are responsible for keeping your personal equipment and the school equipment in good condition. As for your personal tool kit . . . *Never borrow, never lend, and you'll gain in the end.*

Since it is not possible for you to know what tools will be needed each day, all tools should be in school for each session. If anything is lost, it must be replaced immediately. We suggest you place some identifying mark on all your personal equipment.

III. *Academic supplies*

A. Notebook, to be used for cosmetology only, and kept neat at all times.

1. Size--large 3-ring binder with 8½ x 11 inch index guides and 200 to 300 sheets of 8½ x 11 inch lined paper.

2. Divided by index guides into five sections:
   a. Policies -- handbooks and all other information concerning the school that is not subject matter
   b. Theory -- outlines of subject matter and notes
   c. Quizzes and tests
   d. Glossary -- all the words used in connection with beauty culture, defined as they are used in cosmetology
   e. Job procedures -- should be kept in the same order as the section on Theory, according to subject.

B. Textbook -- The Standard Textbook of Cosmetology issued to you at the school. Do not write in this book. Cover it with a paper cover immediately and write your name and address on the cover. This book is your responsibility and must be paid for if not returned at the end of the school year.

C. Workbook -- issued by the school at the beginning of the school year. You may write in this book. Write in pencil, so wrong answers can be corrected easily. This book belongs to you, but you must replace it if you lose it.

D. Pen, pencil, red pencil. You should have these for every class.

E. Permanent marker for marking personal equipment (waterproof).

CARE OF SCHOOL EQUIPMENT

A. Manikins

Manikins are the responsibility of the student to whom they are assigned. They are to be used only for the assigned lab work. They are *never* to be used for hair-cutting. Do not put wig pins into the manikins.

B. Dispensary

All usable supplies are kept in the dispensary. The dispenser is a student assigned to this for the week. The dispensary is basically the responsibility of the dispenser, but each student is responsible to return to the dispenser all borrowed items. They should be returned clean and dried and ready to be put away.

C. Storage room

All beauty culture supplies are kept in the storage room. These supplies are used to replenish the dispensary or to supply students with equipment not in their personal kits. All items taken from the storeroom should be signed for. These supplies are issued by the student in charge of the storeroom for the week.

D. General cleaning of shop or shop maintenance

This is covered in Lesson 1.4.1 -- General Shop Maintenance.

STUDENT RECORD OF PERSONAL ITEMS

Name____

Locker number____________________________________

Combination lock number (not combination)__________________

Beauty culture textbook number________________________

Mathematics textbook number__________________________

Identifying mark on equipment_________________________

Parking lot number_________________________________

MISCELLANEOUS MEMOS

1. If a senior student is going to be absent on clinic day, the department manager should be notified so that her name can be removed from the appointment book.

2. Extra hours can be made up by students during other sessions. This requires the approval of the high school and the teacher teaching the makeup session. However, a student cannot make up hours on a day she is absent from the regular session.

PERMISSION SLIP FOR BEAUTY CULTURE STUDENT

(Must be brought with student upon reporting to
Beauty Culture Department)

Please read before signing:

I agree that as a student it is necessary for me to act as patron and receive beauty culture practices that are part of our curriculum, such as hairstyling and haircutting.

I understand that the service will be given by another student under the supervision of her instructor.

____________________ ____________________________
Date Student's Signature

As parent, I acknowledge and give permission to my daughter to have her hair tinted, lightened, permanent-waved, or chemically relaxed, if she so desires.

____________________ ____________________________
Date Parent's Signature

1. ATTITUDE -- governs how you respond to people.

   a. Be cheerful in all you do.
   b. Develop pleasantness in your responses.
   c. Be sincerely interested in others.
   d. Try to be calm and not add to shop confusion.
   e. Be responsible for those jobs you're expected to do.

2. BEHAVIOR -- is a reflection of your attitude.

   a. Be quietly efficient.
   b. Project professional assurance.
   c. Control angry impulses.
   d. Speak softly but with confidence. Try to develop a pleasant speaking voice. Speak slowly and distinctly.
   e. Learn to control your expressions and mannerisms that show your emotions.
   f. Courtesy is a must. A book on etiquette can give you some insight into what constitutes courtesy.

3. THINKING --

   a. Try to develop patterns which will increase your intellectual stature.

   b. Read good books, looking up new words in a dictionary. Use them to increase your vocabulary.

   c. Develop a sense of humor; take yourself less seriously; learn to laugh at yourself. Such attitudes prove your maturity.

RULES FOR PERSONAL ETHICAL CONDUCT

I. General

1. Do not chew gum or smoke while serving a patron.

2. Speak in a soft, low voice.

3. Never discuss personal problems with patrons.

4. Do not lounge in the reception room on chair arms or table tops.

5. Avoid poor posture when working or flat shuffling of the feet when walking.

6. Do not play the radio or television too loudly.

7. Never be profane or spread gossip or use sarcastic language.

8. Give the patron your undivided attention. She should be of prime importance while your are serving her.

II. Toward administration and instructors

1. Follow instructions and other school regulations, such as fire drills and rapid dismissals.

2. Report to class or work on time; don't be late. Being late causes distractions and hurrying, which may lead to accidents.

3. Follow instructor's requests without question or argument, especially during clinic. Never give the patron the feeling that you are reluctant to do the service.

III. Toward fellow students and co-workers in the beauty industry

1. Do not criticize the service of fellow workers.

2. Help fellow students when you can; you may need their assistance at another time.

3. Never criticize another operator. Such criticism is a reflection on all of us.

RULES OF PROFESSIONAL ETHICAL CONDUCT

1. Be friendly and courteous to all patrons.
2. Do not show favoritism; treat all people fairly and honestly.
3. Show respect for the feelings and rights of others.
4. Always keep your word and fulfill your obligations.
5. Respect a good reputation. Set an example of good conduct and behavior.
6. Be loyal to your employer, school, and associates.
7. Cooperate with fellow students and school personnel.
8. Comply with school and salon rules and regulations.
9. Practice sanitation and sterilization at all times.
10. Obey the provisions of the state cosmetology law.

The human body sometimes is described as a machine that can choose its own fuel. This "machine" will run well if given the combinations of chemicals that keep the body functioning properly. This is the reason the selection of food is important.

Digestion is the ability of the body to convert the food we consume into chemical forms the body can use. This is done by the digestive system.

The digestive system consists of a long tube that extends from the mouth to the anus. The main sections, in the direction of the passage of food, are the oral cavity, esophagus, stomach, small intestine, large intestine, and rectum. There are also many glands involved, such as salivary glands, the pancreas, and the liver.

Food first enters the oral cavity. The oral cavity obtains the food, grinds the food, starts digesting starches, and lubricates the food. The food is then swallowed and passed into the esophagus, which quickly carries it to the stomach. This conveyance is done by rhythmical contracting movements called peristalsis.

The stomach is a muscular sac containing layers of circular, longitudinal, and oblique muscle fibers. The stomach's gastric glands secrete hydrochloric acid and several enzymes. Digestion of proteins starts in the stomach. The contractions of the stomach walls mix the food with the digestive enzymes, making the food ready to leave the stomach in a soup-like mixture.

This mixture leaves the stomach and enters the small intestine. This first section of the small intestine is the duodenum. The small intestine is called this because of the diameter of its tube. It is actually about 20 feet long, or about 4 times as long as the large intestine. A series of enzymes secreted by the cells of the small intestine complete the digestion of food. Just as in other cases, intestinal enzymes are quite specific in what they interact with, so a wide range of enzymes is necessary to carry out this complex chemistry of digestion.

Bile, secreted by the liver, has an important role in the digestion of fat. Bile contains bile salts which emulsify fats (break them up), thereby speeding the enzyme action.

Pancreatic juice is secreted by the pancreas. This juice reaches the small intestine through small ducts that connect the pancreas to the first portion of the small intestine. Pancreatic juice contains enzymes that act on starch, emulsified fats, and proteins.

Digestion of foods is completed in the small intestine by the enzymes in intestinal juices, as the food is further mixed and carried along by peristalsis.

The end products of digestion enter the body through cells in the walls of the small intestine. In order to increase the available surface which can absorb the simple food substances, the inner wall of the small intestine is wrinkled into thousands of small fingers called villi, which project into the intestinal cavity.

Water and waste are all that remains at the end of the small intestine. These pass into the large intestine through a valve which prevents a backflow into the small intestine.

Where the small intestine enters the large, there is a blind sac, and off this is a finger-like projection called the appendix. Sometimes food becomes trapped in its cavity, causing an infection called appendicitis.

The large intestine is about five feet long, does not contain villi, and has fewer folds than the small intestine. Much of the water is absorbed through the walls of the large intestine. The waste products, together with intestinal bacteria, form the semi-solid feces that are excreted through the rectum. Some waste products are filtered from the blood, along with excess water, by a series of tubules in the kidneys. This waste is excreted as urine.

In summary, the digestive system is made up of the oral cavity or mouth (including teeth and salivary glands), the esophagus, which conveys food to the stomach, the small intestine into which the liver and the pancreas secrete materials, and the large intestine with its terminal opening, the anus.

Information Sheet

RULES OF SANITATION
From the Rules and Regulations
for the Beauty Culture Industry

1. Beauty shops shall be properly and adequately lighted and ventilated.

2. Beauty shops shall be provided with an adequate supply of pure water, meeting the bacteriological standards of the Department for public potable water supplies. Water not meeting these bacteriological standards shall not be made available for use in beauty shops.

3. Beauty shops shall be provided with adequate systems for disposal of all wastes. Solid wastes such as paper tissues, cotton, paper, hair trimmings, dust and dirt and other refuse, shall be securely wrapped, tied, and stored in water-tight metal containers covered with tight-fitting metal covers. A sufficient number of such metal containers shall be provided by each beauty shop to store such solid waste until collected for disposal. These metal containers and tight-fitting covers shall be thoroughly cleansed when emptied. All solid wastes must be removed from beauty shops daily.

4. Walls and ceilings of beauty shops shall be kept clean, free from dust and dirt, and in good repair.

5. Floors of beauty shops shall be tight, smooth, impervious to water, easily cleaned and kept in good repair. All hair droppings, dust, dirt upon floors shall be removed by vacuum as soon as practicable. Floors shall be thoroughly cleaned and mopped each day.

6. Beauty shops shall be provided with suitable toilet and hand-washing facilities. Hand-washing facilities shall be provided with adequate and continuous hot and cold running water, located in a properly lighted and ventilated room with self-closing doors. These facilities shall be maintained in clean, sanitary and working condition at all times.

7. Furniture, fixtures, equipment, tools and utensils present in beauty shops shall be maintained in a clean, sanitary condition at all times.

8. Partitions of booths shall be of such height to permit free circulation of air.

9. Shampoo basins shall be provided with adequate and continuous hot and cold water.

10. Clean towels shall be provided at the neck rests of each patron, while being shampooed. Rubber neck rests are prohibited.

11. Articles or materials which are used on more than one patron shall be kept from direct contact of the patron, by the use of an individual paper neck band or clean towel. Use of the same neck band or towel on more than one person is prohibited.

12. Persons engaged in beauty shops shall thoroughly cleanse their hands with soap and water immediately before and after serving each patron. Clean towels shall be provided for wiping operators' hands.

13. Persons affected with any infectious disease in a communicable form may not attend any persons in beauty shops.

14. Persons affected with any infectious disease in a communicable form may not be attended in beauty shops. Work may not be performed on patrons apparently having an affliction such as head lice, unless the patron shall produce a certificate from a practicing physician stating that the patron is free from such affliction, infectious, contagious, or communicable disease.

15. Persons engaged in beauty shops shall be attired in washable coverall outer garments, which must be kept in a clean condition.

16. All brushes, combs, razors, clippers, scissors, tweezers, blackhead removers, files, pushers, buffers, and all massage and scalp applicators used in beauty shops shall be thoroughly cleansed and sterilized after each and every separate use thereof. Provided, however, that where complete sterilization is not practicable, the same shall be so cleansed and treated after each and every separate use thereof as to provide the maximum of sterility attainable. The use of any such implements which cannot be so treated is prohibited.

17. Razor strops and hones used in beauty shops shall be maintained in a cleanly condition at all times and no razor shall be stropped or honed after any use thereof for shaving unless the said razor shall, before such stropping or honing, have been treated as provided for in Regulation 16.

18. Towels may not be used in beauty shops for more than one person without being laundered. Towels, when laundered, shall be washed in water of a temperature of at least 200° F. Provided, however, that this latter requirement shall not apply to towels which are subjected, on the premises where washed, to a temperature of at least 200° F. in the process of drying or ironing.

19. Before patrons attended in beauty shops are permitted to recline in a chair, the head rest of such chair shall be covered with a clean towel or clean sheet of paper not previously used for any other purpose.

20. Alum or other astringents in stick form may not be used in beauty shops.

21. Powder puffs, sponges, and neck dusters may not be used in beauty shops.

22. Use of shaving cups or mugs, orange sticks, and of finger bowls in common, or for more than one person, is prohibited in beauty shops.

23. Linens, towels, and uniforms shall be kept in clean, dust-proof containers or cabinets with closing doors.

24. Soiled linens, towels, and uniforms shall be kept in separate closed containers.

25. Supply cabinets or storerooms used to stock supplies shall be kept clean and free from dust and dirt. Covered containers shall be provided for waste tissues, cotton, lotions, and creams.

26. Dry sterilization cabinets shall be used to store clean or sterile tools and equipment. Dry sterilization with 40% Formalin shall no longer be required.

27. Beauty shops shall have at least one wet sterilizer.

28. Sterilization: Formaldehyde is a powerful disinfectant gas with irritating fumes. A solution of formaldehyde is known as formalin, which contains about 40% formaldehyde gas in water; has a pungent odor; does not stain; metals and fabrics are not injured; hardens and dries skin; is a deodorant for bromidrosis.

The different strengths used are:

For vapor sterilizers full strength	40%
For wet sterilization	5%-18%
For deodorant in bromidrosis	1%-2%

The different strengths are made as follows: (Formulas for preparing formaldehyde solutions as adopted by the New Jersey State Board of Beauty Culture Control).

1% solution	1 part formalin,	39	parts water
2% "	2 parts formalin,	38	" "
3% "	3 " "	37	" "
4% "	4 " "	36	" "
5% "	5 " "	35	" "
10% "	10 " "	30	" "

For sterilizing clean instruments a 25% solution can be used, consisting of 25 parts formalin and 12 parts water and 3 parts glycerin. Allow instruments to remain in solution at least 20 minutes. Alcohol (70% to 80%) may also be used for this purpose.

Aim: To learn how to sterilize manicure implements.

Preparation and Procedure:

A. How to sterilize manicure implements with chemical solution

1. Place cotton pledget in a jar, then pour enough disinfectant into the wet sterilizer so that the tips of implements will be completely immersed.
2. Keep implements in the sterilizer for the required time as specified.
3. Keep the jar covered when not in use.
4. Change cotton and disinfectant when necessary.
5. Place the implements in the dry sterilizer until ready to be used.

B. Buffer

1. Remove chamois from buffer.
2. Wash chamois in warm, soapy water; rinse and dry.
3. Re-cover buffer.
4. Keep buffer in dry sterilizer when not in use.

C. Nail file

1. Scrub particles off the nail file with a brush and warm, soapy water.
2. Immerse file into wet sterilizer for required time.
3. Dry the nail file and keep in a dry sterilizer.

D. Emery boards and orangewood sticks

1. Emery boards cannot be sterilized. Destroy them after each use. This also applies to orangewood sticks.

STERILIZATION OF METALLIC IMPLEMENTS
With Chemical Solution

Aim: To learn how to sterilize metallic implements with chemical solution.

Preparation and Procedure:

A. Preparing for chemical sterilization

1. Prepare a bowl of warm soapy water.
2. Prepare disinfectant in wet sterilizer (25% formalin) to which a small amount of glycerin has been added, or use any other type of disinfectant approved by the State Board.
3. If necessary, replace chemicals in dry sterilizer.
4. Have ready a supply of towels.

B. Cleaning metallic implements

1. Clean shear blades and wipe razor blades.
2. Clean the prongs of tweezers and the ends of comedo extractors.

C. Sterilizing metallic implements

1. Immerse implements in disinfectant solution for 10 minutes. Caution: In sterilizing razors or shears, dip only the blades into the solution; the handles remain suspended in specially constructed sterilizers.
2. Remove implements and dry thoroughly with sterile towel.

D. Storing metallic implements

Place sterilized implements in dry sterilizer until ready for use.

Aim: To learn how to sterilize combs and brushes with chemical solutions.

Preparation and Procedure:

A. Preparing for chemical or liquid sterilization

1. Prepare bowl of warm, soapy water to which is added ammonia (proportion of 1 tablespoon to 2 quarts of water). (Adding ammonia to the soap is optional.)
2. Prepare bowl of warm water for rinsing purposes.
3. Clean sterilizing receptacles.
4. Prepare sufficient quantity of 10% formalin solution or other approved disinfectant and place it into the wet sterilizer.

B. Preparing for dry sterilization

1. Clean inside the cabinet and dry thoroughly.
2. Prepare dry sterilizer. Full-strength formalin can be used in either one of two ways.
   (a) Mix 1 tablespoon of borax with 1 tablespoon of formalin in a small tray, and place it into the dry sterilizer.
   (b) Place a piece of absorbent cotton in a small container on the bottom shelf of the dry sterilizer.
3. Have a ready supply of clean towels.

C. Cleaning the combs and brushes

1. Remove the hairs from the combs and brushes.
2. Immerse combs and brushes (with bristles down) into the bowl of soapy water for several minutes.
3. Clean each comb separately with a small brush.
4. Clean the brushes two at a time by rubbing the bristles against each other.

5. When thoroughly cleansed, rinse combs and brushes in bowl of clean warm water.

6. Drain off water and remove any adhering hair.

D. Sterilizing the combs and brushes

1. Immerse the combs and brushes into formalin solution for 20 minutes.

2. Remove the combs and brushes, rinse in clear water, and dry them thoroughly with a clean towel.

3. Rest the comb and brushes (with the bristles down) on a clean towel in an airy, dust-free place and allow them to dry thoroughly.

E. Storing the combs and brushes

When completely dry, place the combs and brushes into the dry sterilizer.

Aim: To learn the purposes and procedure for the preliminary brushing.

a. To loosen dry skin from the scalp in preparation for the shampoo.

b. To examine the scalp for disorders while doing so.

c. To stimulate the scalp.

Preparation: Patron with apron properly placed.
Sterilized and sanitized brush.

Procedure:

1. First, by parting the hair in the center, divide the hair into two sections; then part down the center back and then behind the ears on each side, ending with four sections.

2. Hold the brush with your right hand, the first row of bristles on the scalp, other rows of bristles facing toward you.

3. With a semi-circular motion rotate the brush away from you so that all the rows of bristles have gone through the hair at the scalp. After this movement, sweep the bristles through the full length of the hair.

4. Proceed by parting the hair in half-inch sections, first finishing all the right side and then do the left side.

5. You then start at the crown, first doing the right back half and then the left back half until the whole head of hair has been completed.

Safety Precautions

1. Always use sterilized implements and immediately after use put in proper recepticle to be cleaned and sterilized again.

2. Do not brush before giving a lightening treatment, tint, or toner.

Aim: To learn to give a complete systematic shampoo in a minimum of time.

Preparation:

Patron: Seat patron. Tuck dress collar in and place sanek strip or towel around patron's neck. Have patron remove neck and/or ear jewelry.

Supplies: Neck strip or towels, shampoo cape, towels, hairbrush, and shampoo.

Procedure:

1. Brush hair (preliminary brushing).
    a. Do not brush the hair if the scalp is irritated.
    b. Do not brush the hair before a tint, permanent wave, or chemical relaxing.

2. Place patron comfortably at the shampoo bowl.

3. Test water.

4. Wet the patron's hair. Apply shampoo at the hairline, sides and back of head.
    a. Read the shampoo directions and know its composition and its action on the hair.
    b. Select the shampoo according to the condition of the patron's hair.

5. Give scalp manipulations for shampooing.

6. Rinse hair thoroughly with a strong spray.
    a. Test the water temperature before applying to parton's scalp by curling the fingers over the edge of the spray. This will also help you detect any change in the temperature as you are wetting the hair.

    b. Hold the spray firmly between the thumb and index finger at their bases and close to the patron's head to prevent splashing.

    c. Adjust water temperature by putting on the cold water first and hot water next.

    d. Keep left hand at patron's hairline to protect eyes and ears.

7. Apply second application of shampoo and repeat.

8. Rinse.

9. Towel-dry the hair, wiping excess moisture from around the face line and ears. Wrap the customer's head in a towel and bring her to the dressing room.

Sanitary Reminders:

1. Clean and sanitize the shampoo bowl.

2. Discard used supplies.

3. Place used towels in towel hamper.

4. Place combs and brushes in the area that is used for combs and brushes that are to be cleaned and sterilized.

Safety Precautions:

1. Be very gentle in your shampooing if it is to be followed by a permanent wave, chemical relaxing, or hair coloring, or if the customer has a sensitive scalp.

2. When adjusting the shampoo chair, be sure the patron is comfortable and that you do not allow her to bump her head as the chair goes down.

3. Use only plastic containers near the shampoo bowl to prevent dangerous glass breakage.

4. Immediately wipe up any spills on the floor to prevent falls.

Aim: To practice a method of manipulations with a definite procedure so as to give the most proficient shampoo with the least amount of effort.

Preparation:

Patron should be at the shampoo bowl with shampoo applied all over the head.

Procedure:

1. Start manipulations at the hairline in front of the ears. Using both hands, work in a back-and-forth movement until the top of the head has been reached. Use only the cushions of your fingers.
2. Shifting fingers back one inch at a time, continue this way until you reach the back of the head.
3. Lift the patron's head and allow it to rest against the shampoo bowl. Balance her head by gently holding it with your left hand.
4. With the right hand start manipulations behind the right ear, and move toward the back of the head in one-inch sections, moving the fingers in an up-and-down movement.
5. Drop your fingers down one inch and continue this until the whole right side is completed.
6. Repeat these steps on the left side.
7. Repeat these movements until the scalp has been well massaged, and the shampoo spread over the whole head.

(See Job Procedure on Plain Shampoo)

Aim: To learn the purpose and procedure for giving a hot oil shampoo. To help recondition dry-hair and dry-scalp conditions, and overbleached hair.

Preparation:

Patron: Same for a plain shampoo
Supplies: Patron apron, oil shampoo, heater (for oil shampoo), towels

Procedure:

1. Prepare patron for a plain shampoo.
2. Heat oil shampoo in heater.
3. Part the hair in half-inch sections.
4. Dip the cotton swab into the oil and rub it over the scalp and full length of each section.
5. Give scalp manipulations.
6. Apply a mild liquid soap shampoo and lather it well into the hair.
7. Rinse hair as in a plain shampoo.
8. Towel-dry and comb through hair as soon as shampoo is finished.

Safety Precaution:

Check oil before applying to patron's scalp, making sure that it is not too hot.

Aim: To learn the purpose and procedure for a soapless oil shampoo.
To help correct an excessively oily scalp and hair condition.

Preparation:

Patron: Same as for a plain shampoo.
Supplies: Shampoo apron, towels, 20 oz. of soapless oil shampoo.

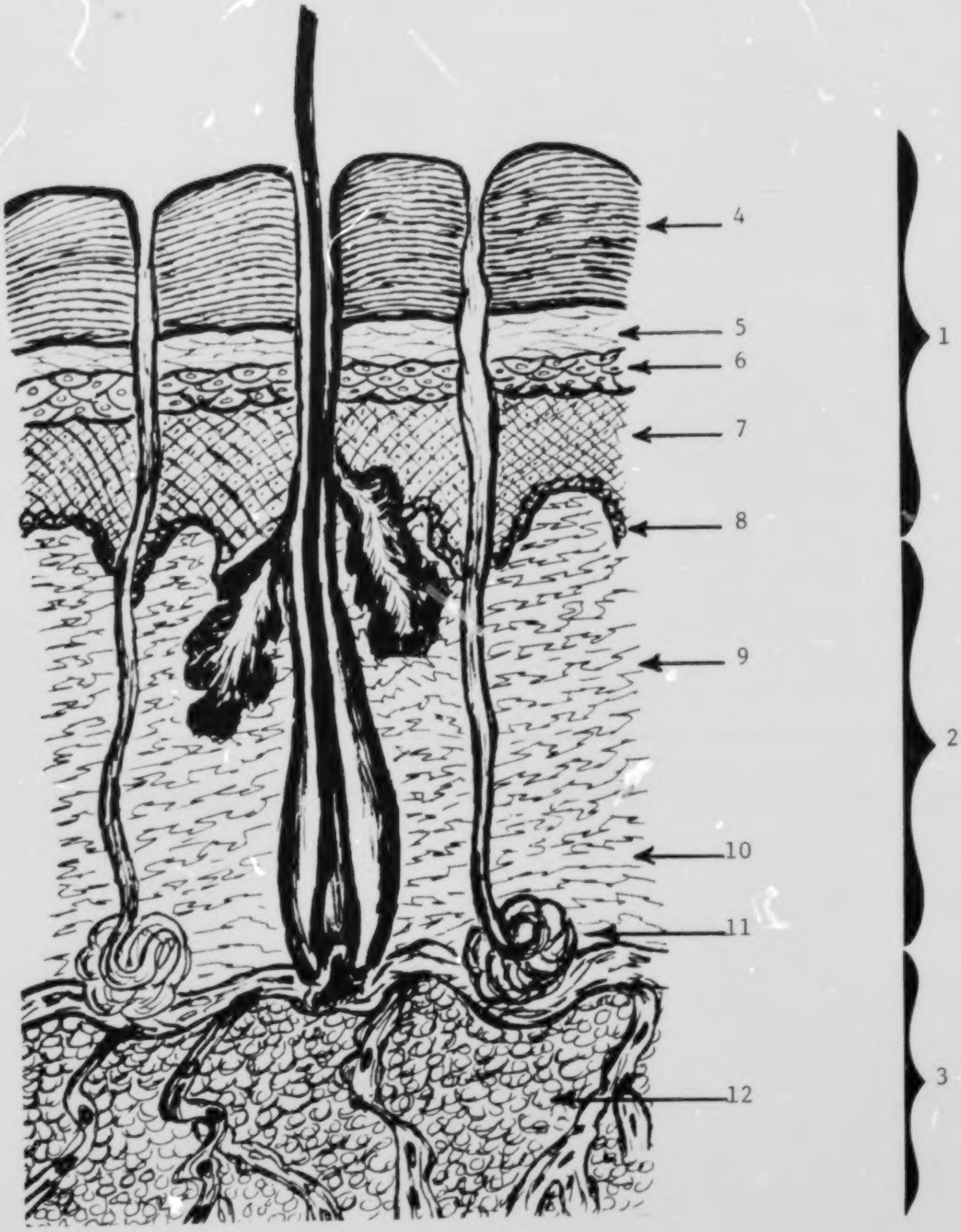
Procedure:

1. Brush hair.
2. Apply soapless oil shampoo by sectioning hair into half-inch sections.
3. Work shampoo through lengths of hair.
4. Give manipulation for five minutes.
5. Rinse out of hair with warm water.

Water should be applied a little at a time. Make sure that hair is rubbed well to work the soapless oil shampoo out of the hair strand.

Safety precautions:

Soapless sulfonated-oil shampoos (detergent-based shampoos) should not be used on a regular basis. If they are, hair will become dry and brittle. Good only when hair is too oily.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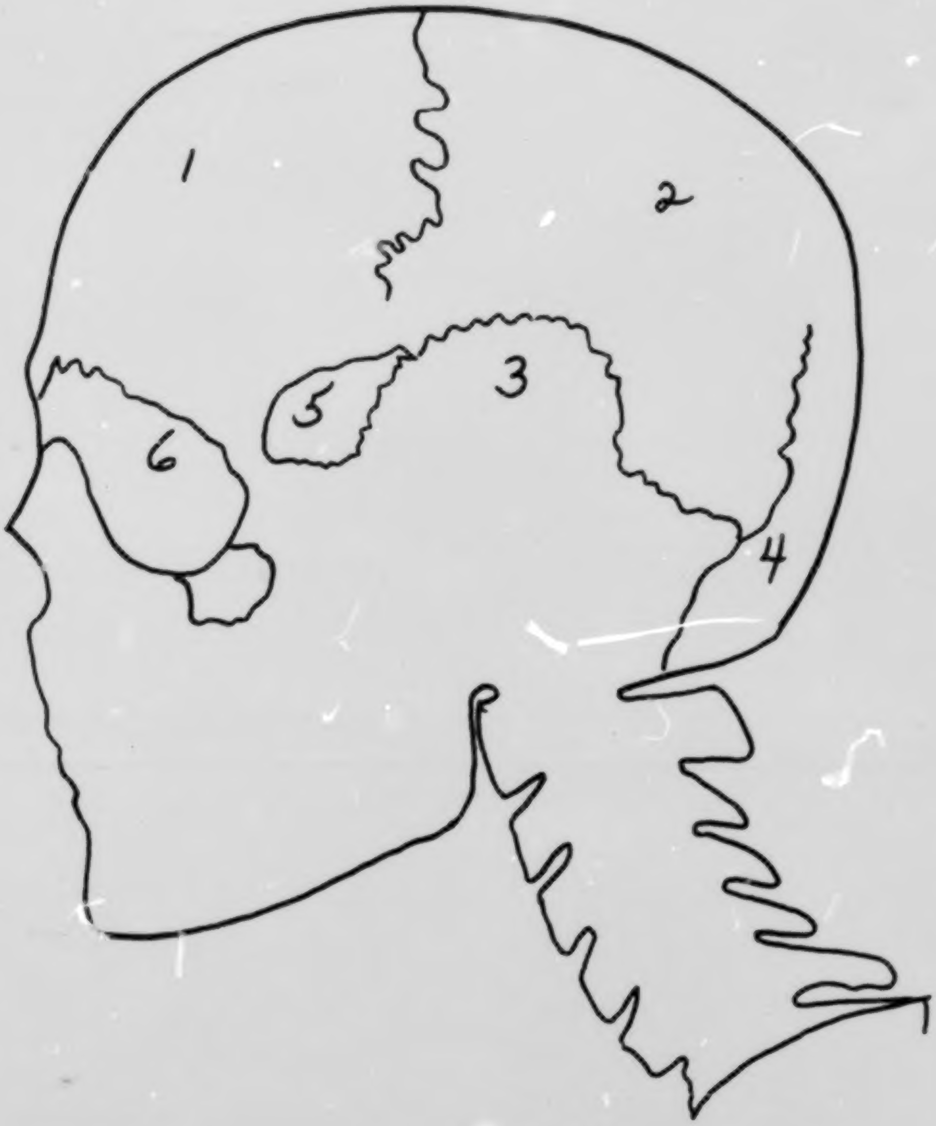
HISTOLOGY OF SKIN

BONES OF THE CRANIUM



1.____________________________ 4.____________________________

2.____________________________ 5.____________________________

3.____________________________ 6.____________________________

7. The________________________is the skeleton of the head.

8. The skull is divided into two parts, the______________________ and the skeleton of the face.

9. The cranium consists of____________(number of) bones.

10. The skull protects the______________________________.

DRY SCALP TREATMENT

Aim: To learn the purpose and procedure for the dry-scalp treatment. To add an emollient to the scalp to correct a dry-scalp condition or dry dandruff.

Preparations:

Patron: Prepare patron as for a plain shampoo.
Supplies: Water-soluble hair cream, comb, towels, plastic cap, heating cap.

Procedure:

1. Wash the patron's hair twice with a shampoo that does not leave a residue of any kind on the hair.
2. Comb through the hair and section for the application of the scalp and hair cream.
3. With the cream on the back of the left hand, part the hair (with a comb or the little finger of the right hand) and with two fingers of the right hand, take a small amount of cream and spread it over the scalp along the parting.
4. Continue in this manner until the complete scalp is covered.
5. Apply scalp manipulations. (See Job Procedure-Scalp Manipulation)
6. Put the remaining cream through the hair with your fingers (a little water may be added if necessary).
7. Cover the head with a plastic cap and place the heating cap on for 20 minutes.
8. When heating time is through, remove both caps and rinse the hair thoroughly. To repeat: RINSE the hair thoroughly. Do NOT wash the hair.
9. Apply setting lotion or color rinse as necessary or requested and proceed with set.

Safety Reminders

1. Be sure the heating cap is in good condition. The electric cord should not be frayed or worn.
2. Do not go too far from your client while she is under the cap. It may get too hot.

Aim: To learn the purpose and procedure for scalp manipulations. To massage and stimulate the scalp and evenly distribute the cream of a scalp application.

Preparation: Place cream throughout the scalp area of patron's head.

Procedure:

1. Hairline movement: Standing behind the patron, place fingers along the front hairline just above the ears. Make small circular movements until you reach the top. Removing one hand at a time, place them at their original position. Repeat 3 times.

2. Nape of neck: With the left hand on the frontal area of the patron's head, place thumb of right hand on the left side of patron's cervical vertebrae and fingers on the right side, and gently massage in a smooth upward movement.

3. Skull area: Moving to one side of the head, place four fingers of one hand on the front area and the other hand behind the ear at the back hairline. Move in small circular movements, firm enough to move the scalp on the skull to loosen the scalp. Move the fingers closer together and repeat. Move the fingers closer together again and repeat. Move higher on the scalp and repeat, until entire skull has been covered. Repeat on the other side.

   Placing the fingers in the same starting position, take short massaging strokes, moving the hands toward each other.

   Place the full right hand on the right side of the head and left on the other and twist the scalp in opposite directions.

   Repeat with hands on a front and back position on the skull.

   (Continue with scalp treatment procedure.)

Aim: To learn to comb tangled hair with the least amount of hair damage and discomfort to the client.

Preparation: Place the patron comfortably in a chair with an apron covering her clothes.

Procedure:

1. Tangles can be avoided to some extent by careful, gentle handling of the hair at the shampoo basin. Do not allow long hair to become tangled while shampooing.

2. When combing through hair, whether it is wet or dry, always start the combing at the nape of the neck, using the wide teeth of your comb.

3. When combing through the hair, do not hold the comb too tightly. Hold the comb loosely so that there is a flickering action as you comb through the hair. This flickering action allows for tangles to be released without force.

4. At the back of the head, with the left hand, lift 2/3 of the hair up and hold against the head. Comb the lower 1/3 of the hair with the right hand. Comb or brush the bottom 1/3 of this strand first, then the bottom 2/3's, then the complete strand.

5. Drop the second third of the hair from the left hand and proceed in the same manner. Then drop the final 1/3 and do the same.

6. Continue in this manner, until all tangles are removed.

Aim: To learn to give a finger wave in any direction so that it will have the lasting quality of a professional wave.

Preparation: Prepare patron as for a plain shampoo.

Procedure:

1. The hair is combed at a slightly slanted angle to the left.
2. The index finger of the left hand is placed directly above the position for the first ridge and the hair under the index finger is combed downward.
3. With teeth pointing slightly upward, the comb is inserted directly under the index finger. In one motion, draw the comb 1/4 inch away from the index finger and direct the hair 3/4 inch to the right.
4. With the teeth still inserted in the ridge, the comb is flattened against the head in order to hold the ridge in place.
5. Remove the left hand from the head and place the middle finger above the ridge and the index finger on the comb. Emphasize the ridge by closing the two fingers and applying pressure to the head. *Do not squeeze the ridge upward.*
6. Without removing the comb, turn the teeth downward and comb the hair in a right semicircular effect to form a dip in the groove of the right-going wave.

Aim: To learn to fingerwave the back of the head.

Preparation: Prepare patron as for a plain shampoo.

Procedure:

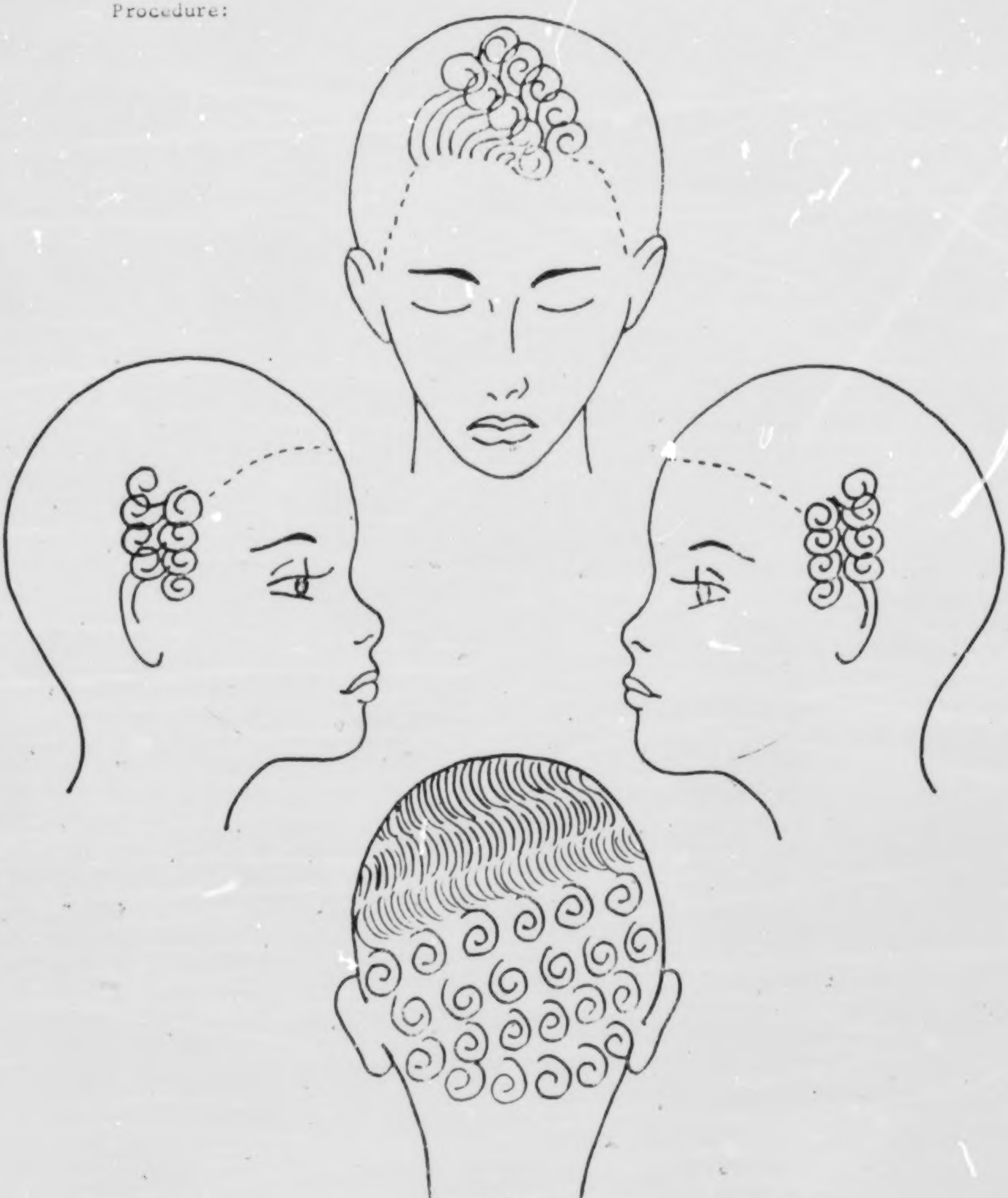
1. Block off a square on the top of the head and secure with a clip.
2. Comb the hair of the sides down and slightly toward the face, but do not secure, as this will get caught in your comb.
3. Direct the first movement in a counterclockwise shaping, in preparation for the first ridge.
4. Starting at the right side of the head, make the first ridge, following directions in Job Procedure I-4.2.1.
5. Moving slightly to the left, make another ridge, matching it to the first.
6. Continue in this manner until the first ridge is completed.
7. We now should have a completed ridge with hair in a clockwise direction, prepared for the second ridge.
8. The second ridge is started on the left side of the head.
9. Complete the second ridge before going to the third.
10. Continue in this manner until the back is completed.

Job Procedure

SET USING A FINGERWAVE AND MAYPOLE CURLS

Aim: To learn to make maypole curls without disturbing a fingerwave.

Procedure:



FINGERWAVING THE WHOLE HEAD USING A SIDE PART

Aim: With these instructions, students will be able to fingerwave an entire head.

Preparation: Seat patron, place towels around neck, gather fingerwave comb and lotion.

Procedure:

1. When fingerwaving the entire head with a part on the left side, you start on the right side -- the side with the most hair.
2. Part the hair, and comb the hair on each side of the part until the hair is smooth.
3. Shape the hair on the right side in a semicircular direction, starting at the hairline.
4. Place the index finger of the left hand just above the position for the first ridge. The first ridge will start over the center of the right eyebrow, following the contour of the head toward the back. Direct the hair in a semicircular direction.
5. Press the left index finger firmly against the head. The index finger is the only part of the hand touching the head -- the palm is held away from the head.
6. Insert the teeth of the comb through the hair to the scalp under and angling toward the index finger.
7. Draw the comb and hair forward one inch along the index finger toward the hair line to form a ridge.
8. With the teeth of the comb still in the ridge, flatten the comb against the head to hold the ridge in place. Lift the index finger from the head, and now place the middle finger above the ridge and the index finger on the teeth of the comb beneath the ridge.
9. Hold the finger on the head with slight pressure.
10. Without removing the comb, hold the ridge firmly with the fingers and draw the comb through the hair downward, toward the scalp, directing the hair in the opposite direction.
11. Lengthen the ridge by repeating steps 6 to 10, joining new extensions to the original ridge in an even, unbroken line.

12. The procedure is repeated in one-inch sections until you have reached the crown.

The second ridge is formed starting at the crown (where you stopped your first ridge). The directions are opposite to those used when forming the first ridge. The second ridge starts at the crown and continues until you have reached the front hairline. The comb is drawn back toward the part to get the second ridge started.

1. Place your middle finger above the first ridge and your index finger below the first ridge to hold this ridge firmly.
2. Place the teeth of the comb just below the left index finger.
3. Comb down in a counterclockwise motion, and direct the hair about one inch to form the second ridge.

The third ridge is made in the same direction as the first ridge; it is formed from the hairline to the back of the head. Continue ridges by alternating directions until the right side is completed. Follow the same procedure when fingerwaving the left side of the head.

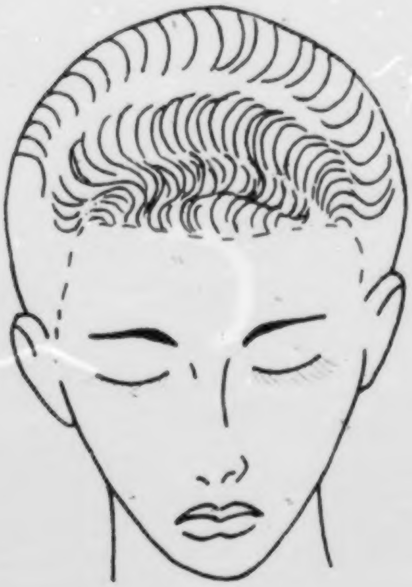
Waves are joined at the crown and back of the head.

1. At the crown, the hair coming from either side is combed flat, but in the direction you wish it to go. By directing the hair, but keeping it flat, you prevent the hair's rising on the crown.
2. The first ridge on the left side of the head will join the second ridge on the right side, and so on.
3. There are times when there are more waves on one side than on the other. At such times, you drop a wave from the thick side of the head instead of continuing it all around the head.

The sizes of the waves vary according to their place on the head.

Aim: To increase your fingerwaving skill by doing a more difficult fingerwave.

Procedure: Comb the hair straight back from the front hairline. Make a small circular wave; follow this wave with successive waves until the nape of the neck is reached. For a successful horseshoe wave, the individual waves must vary in width.



THE REVERSE MAYPOLE CURL
and the Use of Hairpins

Aim: To wrap a reverse maypole curl with the use of hairpins.

Preparation: Manikin is washed, treated if necessary, and hair is combed through to remove any snarls. This is a procedure for a reverse curl on the right side of the head, for the right-handed person.

Procedure:

1. Part hair from center of right eyebrow to back of head.
2. Part hair from crown to back of ear.
3. Part a one-inch section of hair at the joining of these two parts.
4. Comb strand smoothly to form a smooth ribbon of hair, holding strand in your right hand toward the back of the head.
5. Place index finger of left hand on the base, above the strand of hair.
6. Wrap flat strand around the finger of the left with the right hand and place strand in the thumb and third finger of the left hand.
7. Placing the right hand over the left hand, take the strand and continue wrapping the strand flatly on the left index finger.
8. Repeat this procedure until all the hair is wrapped on the finger. (Wrapping should not be too firm.)
9. Insert a hairpin with one prong in the center of the curl and the other prong on the top of the outer ridge, and lay the pin to the right.
10. Insert second hairpin the same way, but lay the pin to the left.

WAVES DONE WITH MAYPOLE CURLS

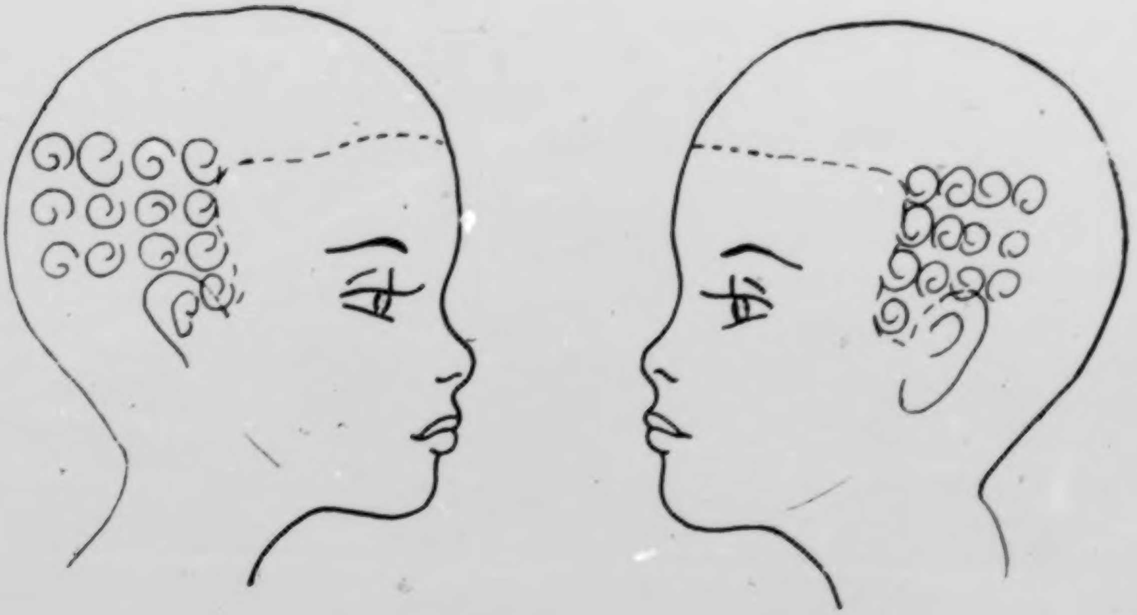
Aim: To achieve waves with a set using maypole curls.

Procedure:

In order to assure a good wave on the sides with maypole curls, you must part the hair first one inch in from the hair line, from the top to the bottom. Make sure also that you make each maypole curl the same size. On the left side of the patron, the front row of curls consists of counter-clockwise curls; the second row is an alternate row, going in a clockwise direction; the third row is again counter-clockwise. On each side you would make four rows of alternating curls.

On the right side the first, or hairline, row consists of clockwise maypole curls, followed by the second row which has counter-clockwise curls, etc.

You can do a whole head of waves by carrying out the same pattern on the top.



1. A regular pin curl is made by using a section of hair about one inch square.

2. Comb through this hair strand up from the scalp until it is completely smooth.

3. Working on the right side of the head, bend your left index finger and hold the strand of hair with your right hand. Now pointing your left index finger toward the head, start winding the hair around this finger like the coil of a spring. With each roll around the left index finger, you hold the coiled section of hair by placing your left thumb over this rolled hair. Be sure to keep the hair in a ribbon.

   When the whole strand of hair has been wrapped around the index finger, you place the index finger on the scalp and ease this now-completed curl off your finger, either with your right thumb and index finger or with all available fingers of your left hand.

4. If you wish to tighten the curl to a smaller circumference, place the index finger into its center and turn in the direction it was wound, using a screwdriver action.

Aims: To learn to do a set by the use of pin curls.
To understand that a pin-curl set is flexible and can be used for any style.

Procedure:

1. Block out a section of hair on the top front, about 4 by 5 inches.
2. Starting at the back of this section, make pin curls in a clockwise direction. Each curl is to have a base of one square inch. Keep an open center in each curl and be sure they are placed smoothly on the base.
3. Move to the right side and make forward (counterclockwise) pincurls.
4. On the left side make clockwise pin curls.
5. The crown of the head can be done with larger pincurls: each square about 1½ inches. Extend this crown area down to 3 inches from the back hair line.
6. Now make three rows of pincurls in this bottom back section which are tighter. These curls can all go in the same direction, except at the extreme sides, where they should be directed toward the sides of the head.
7. Comb-out: Brush the whole head of dry hair out very well. This will eliminate all traces of partings; by teasing the front you can comb the top into a basic-type front going off the face. The sides can either be puffed out by teasing or combed out flat and toward the front.

The instructor will demonstrate that this set can be combed into a smooth, modern style, and is especially effective on fine hair that needs body.

Aim: To develop skill in doing a smooth sculpture curl, with an understanding of what it accomplishes.

Procedure:

Start on the right side of the head. This is the procedure for a reverse or backward curl for the right-handed operator:

1. Shampoo hair. Saturate with hairsetting lotion. Using a right side part, section from the part to the back of ear.
2. Subdivide into 3 sections, for 3 rows of pincurls lengthwise.
3. Use approximately 1-inch square base to make the pincurl. Make a backward or reverse curl which is clockwise. Comb hair smooth from scalp to end.
4. The smoothly combed hair is held between the thumb and index finger of the left hand and is directed back and slightly upward to establish the direction of the base. (The base is where the finished curl will rest.)
5. The fingers of the left hand lift the hair section up to form an arch at the base. The comb remains in the right hand.
6. The thumb and index finger of the right hand hold the end of the hair strand while wrapping it around the index finger of the left hand. The thumb of the left hand is in readiness to place on the hair to hold it in place as it is wrapped around the finger.
7. The hair strand has been completely wrapped around the index finger of the left hand, and the ends of the hair strand are being held in place.
8. With the right hand holding the curl, slip it from the left index finger while pushing the ends into the inner circle with the left thumb.
9. With the thumb and index fingers of both hands, turn the curl as a wheel on a track to the base.

10. Turning the hair to the scalp, with the thumb and index fingers of the left hand place the curl on the scalp and pin with the right hand.

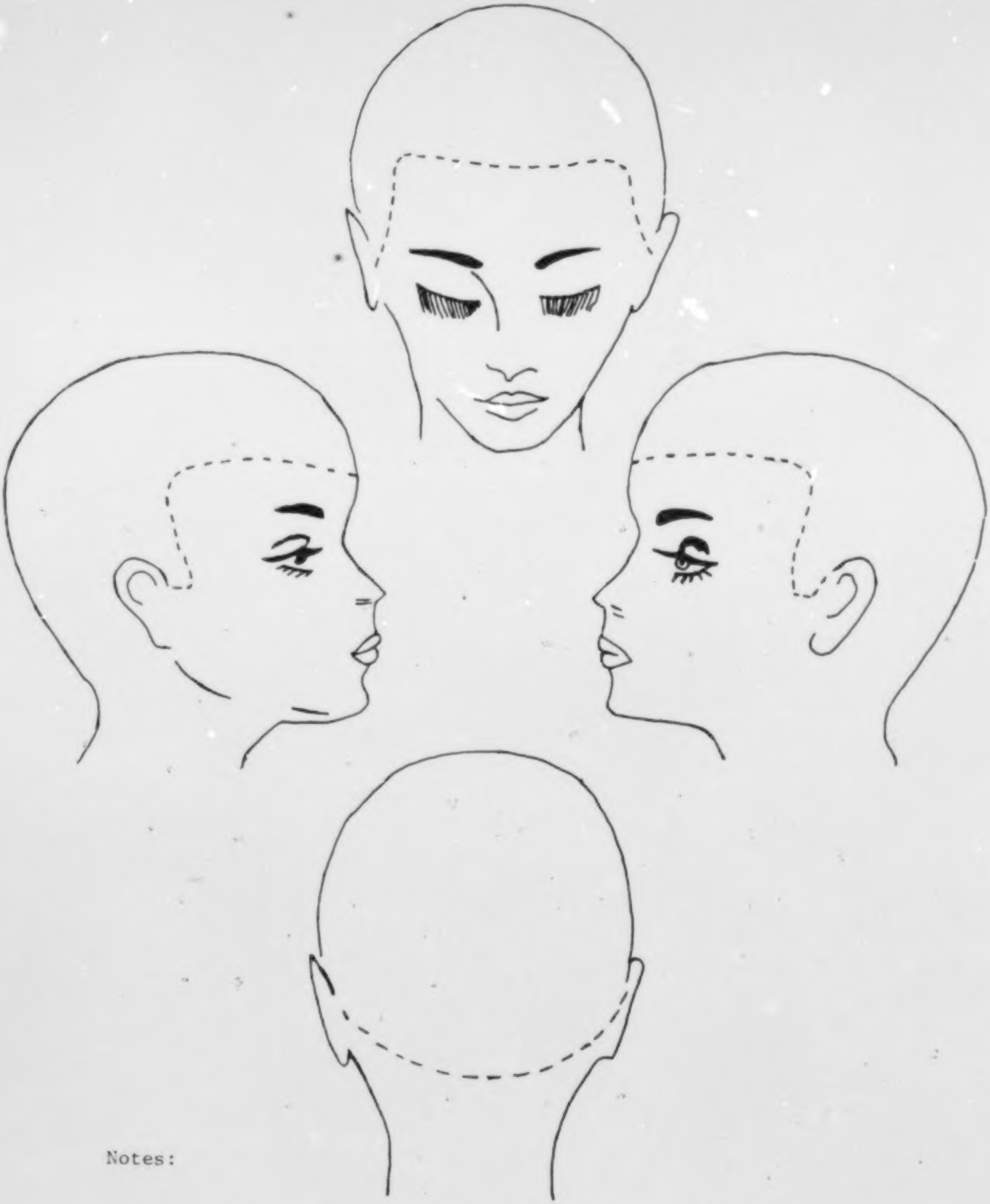
11. *Place* pin -- don't *push*! Use anything you prefer to pin the curl down, as long as the curl is not disturbed in any way.

Precautions:

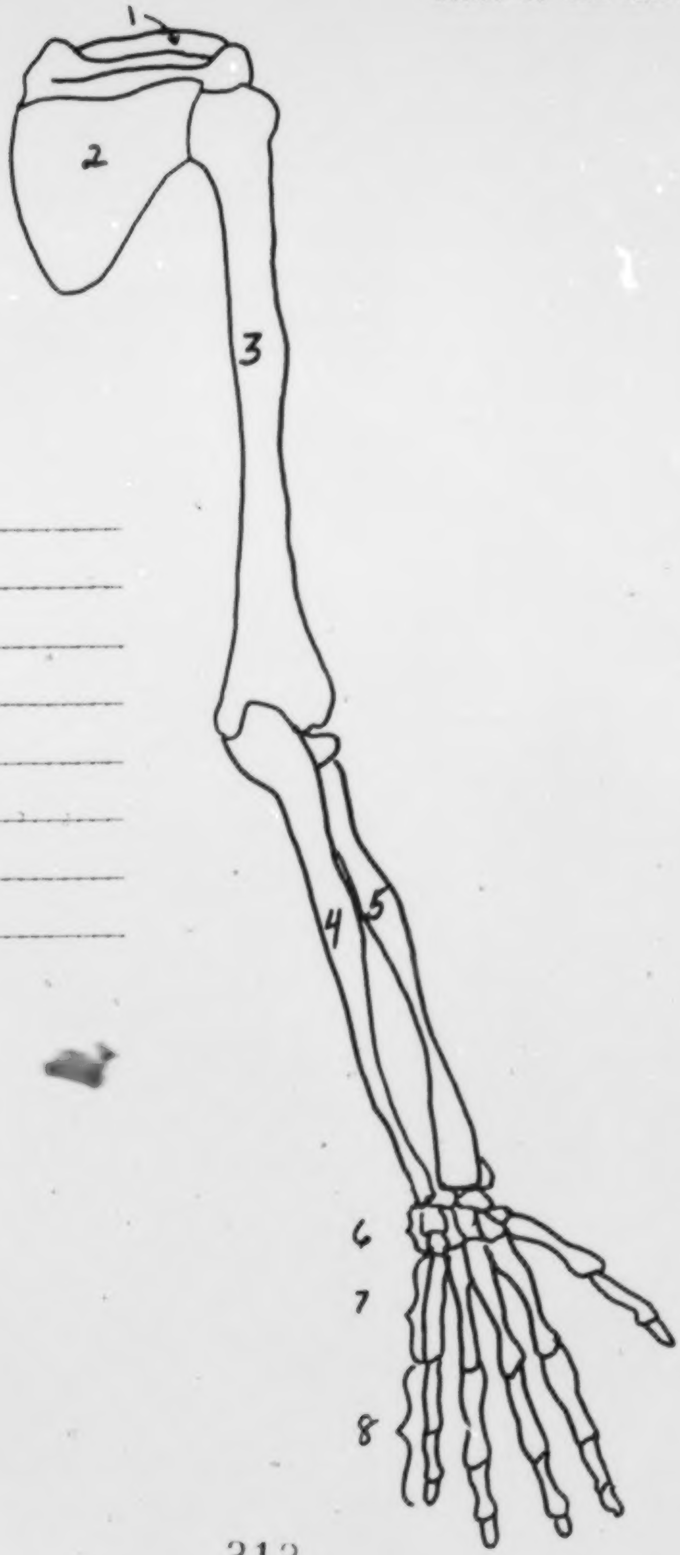
1. Hair should be wet inside, not just on the surface. Hair which is only surface-wet lacks the elasticity for proper setting.

2. The strand of hair should be a smooth ribbon and remain that way throughout the making of the curl. Do not twist.

NAME____ STYLE________________________



Notes:



1.______________________

2.______________________

3.______________________

4.______________________

5.______________________

6.______________________

7.______________________

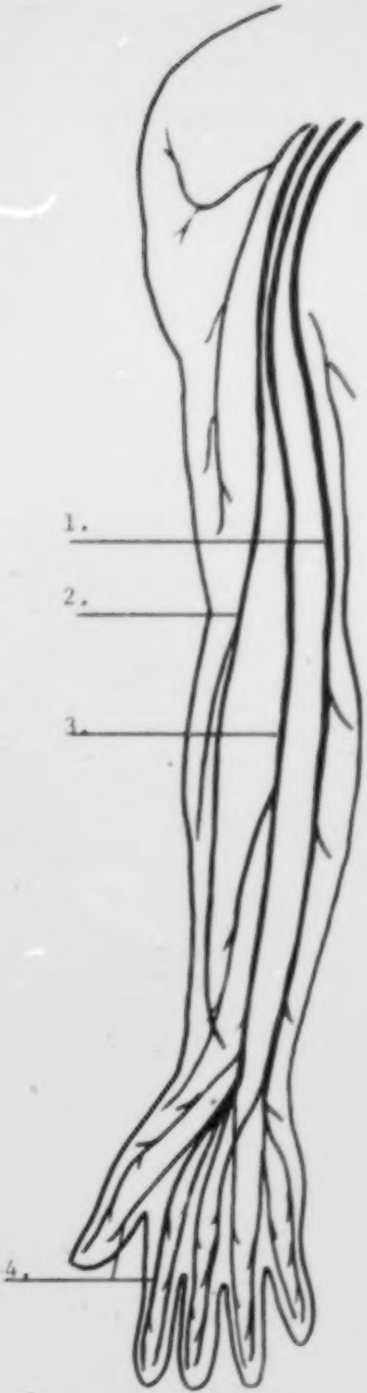
8.______________________

1. ______________________________

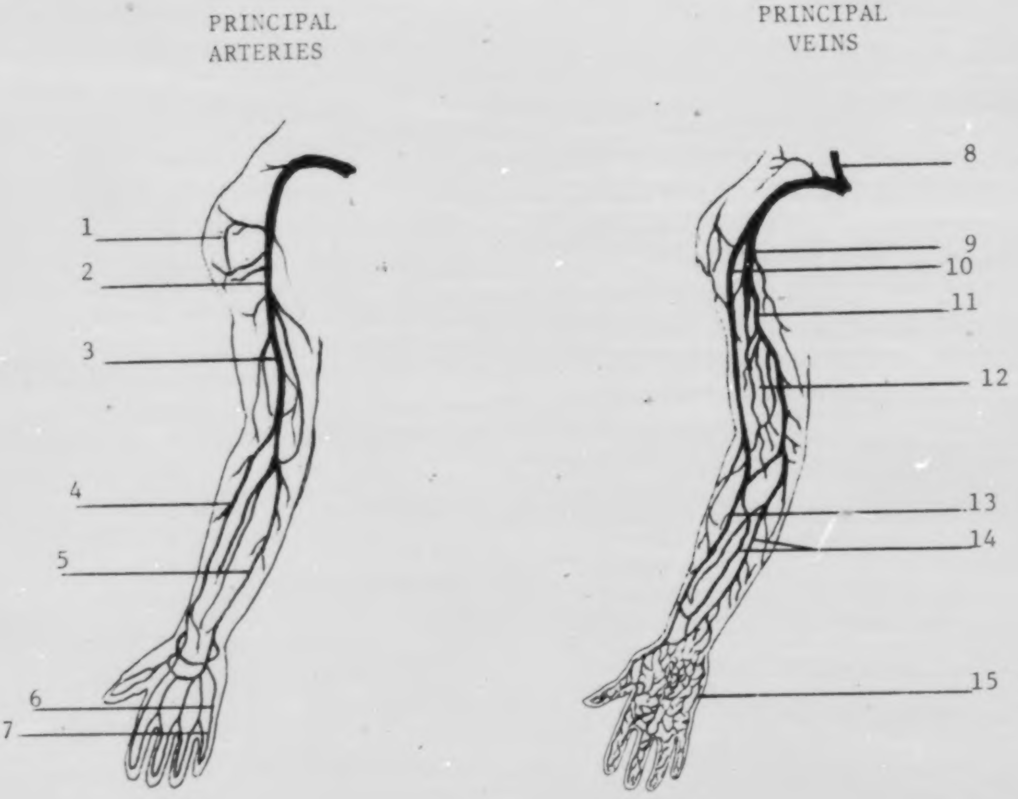
2. ______________________________

3. ______________________________

4. ______________________________



BLOOD SUPPLY OF THE ARM AND HAND


PRINCIPAL ARTERIES
PRINCIPAL VEINS
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

1. Deltoid Artery
2. Axillary Artery
3. Brachial Artery
4. Radial Artery
5. Ulnar Artery
6. Volar Metacarpal Artery
7. Volar Digital Artery
8. Internal Jugular Vein
9. Axillary Vein
10. Cephalic Vein
11. Basilic Vein
12. Brachial Veins
13. Radial Vein
14. Ulnar Veins
15. Volar Digital Vein

Aim: To acquire the skill to give a professional manicure in a minimum of time.

Preparation

Patron: Seat patron comfortably at a prepared manicuring table.

Supplies:

1. Table pad and towel
2. Polish tray with remover and cuticle remover
3. Manicuring sterilizer
4. Emery board
5. Cotton
6. Manicuring brush
7. Pusher
8. Nipper
9. Orangewood stick
10. Small disposal bag at end of table

Procedure

1. Remove polish from patron's left hand.
2. Remove polish from patron's right hand.
3. Shape nails on left hand.
4. Place left hand in soap bath.
5. Shape nails on right hand.
6. Dry left hand.
7. a. Apply cuticle remover.
   b. Loosen cuticle with pusher.
   c. Wash fingers with brush (over bowl) (moving bowl to patron's right side).
8. Place patron's right hand in soap bath.
9. Cut cuticle, if necessary, on left hand.
10. Dry her right hand.
11. a. Apply cuticle remover.
    b. Loosen cuticle with the pusher.
    c. Wash fingers with the brush (over bowl) (moving the bowl back to the patron's left side).
12. Cut cuticle, if necessary, on right hand.
13. Proceed to polish.

SAFETY PRECAUTIONS DURING HAIR PRESSING

There are two types of accidents that can occur during hair pressing.

I. Direct accidents

  a. Burnt hair -- from using too hot a pressing comb.

  b. Burnt scalp occurs when pressing comb touches scalp. This can cause both a very bad burn and temporary loss of hair.

  c. Burnt ears, when hot pressing comb touches ear. This can cause a scar.

II. Indirect accidents

  a. Skin rash may occur if patron is allergic to pressing oil.

  b. Ends of hairs break off because of too frequent hair pressing.

III. Precautions

  a. Never press hair more than necessary.

  b. Check texture of hair carefully to determine heat of iron needed and whether hard or soft pressing is required.

  c. Avoid pressure on hair or scalp.

  d. Do not use too much pressing oil on the hair.

  e. Avoid excessive heat on grey, tinted, or lightened hair. Heat may break or discolor hair.

  f. In case of burn apply 1% gentian violet jelly directly to burned area.

Preparation:

1. Select and arrange required materials: Pressing comb, heating appliance, pressing oil, hairbrush and comb, pomade, shampoo, towels, and cape.

2. Wash hands.

3. Examine the condition of the patron's scalp and hair. This means to check texture, elasticity, and form of curl, and also to determine whether scalp is flexible or tight. Also check the ends of hair to guard against breakage.

4. Shampoo, rinse, and dry the hair.

5. Comb hair into four sections and pin each with a clip.

6. Place pressing comb on heater.

Procedure:

1. Unpin the section where you prefer to start pressing the hair.

2. Apply pressing oil to the hair if necessary, making sure that it is applied evenly.

3. Test the temperature of the pressing comb.

4. Hold a small section of hair between the thumb and index finger of left hand and lift away from the scalp.

5. With the pressing comb held in the right hand, insert the teeth of the comb into the top side of the hair section.

6. Draw out the pressing comb, making a quick turn to assure that the hair strand wraps itself around the back rod of the comb, where the pressing actually occurs.

7. Press the comb slowly through the hair, making sure the ends of the hair pass through the teeth of the pressing comb.

8. Bring each completed section of hair to the opposite side of the head and go through steps 4 to 9 until all sections are completed.

Reminder: In most cases the pressing need not be absolutely perfect, because usually we then marcel-curl hair in order to style it. At this time, parts of the hair that were not perfectly pressed will conform very well into the style, and you avoid overpressing.

Job Procedure

THE THERMAL CROQUINOLE CURL

1. Shampoo and dry hair.

2. Press hair if needed.

3. Apply cream or hair oil sparingly.

4. Comb hair smoothly and part.

5. Check heated irons on a piece of paper. If the temperature is correct you may start.

6. Starting at the front hairline, select a piece of hair about 3/4 of an inch by about 1½ inches long.

7. Hold this strand of hair between the thumb and index finger of your left hand. With the points of the iron directed away from patron's face, insert iron with groove of the iron on the top and an inch from the scalp.

8. Roll the iron under one full turn. The technique of clicking the iron constantly while rolling enables the hair to glide easily through the iron.

9. Draw the end of the hair strand toward the points of the iron with your left hand.

10. Hold the iron firmly, directing it forward toward the face and loop the hair underneath the tip of the iron.

11. By forward direction of the iron and pulling the hair with your left hand, two loops will be formed around the iron, with the ends of the hair between the loops.

12. Roll and click the iron, working the ends into the iron until the ends have disappeared and the iron rolls freely within the curl.

13. Roll the curl down to the scalp, protecting the scalp from the hot iron with a comb. Hold the curl on the iron until the heat has penetrated the curl.

14. Remove the comb from beneath the iron and use the large teeth of the comb to hold the hair that has been around the iron, pulling the iron out from the curl.

15. Continue this process until all the hair on the head has been curled.

16. The hair is now ready to be combed out in any becoming style.

TESTS USED IN BEAUTY CULTURE I

I-1.2.3	Hygiene and Good Grooming
I-1.3.1	Structure of the Body
I-1.3.3	Introduction to Skeletal and Muscular Systems
I-1.3.4	Introduction to Nervous System
I-1.3.7	The Vascular System
I-1.3.9	The Endocrine and Excretory Systems
I-1.3.11	The Respiratory and Digestive Systems
I-2.1.3	Bacteriology
I-2.2.6	Sterilization and Sanitation
I-3.2.3	The Skin
I-3.2.8	Disorders of the Skin and Scalp
I-3.4.3	The Hair
I-4.7.1	Hair Styling
I-5.1.3	The Nail, its Disorders and Diseases
I-5.4.1	Anatomy of the Hand and Arm
I-5.5.6	Manicuring
I-6.2.1	Hair Pressing and Iron Curling

TEST I-1.2.3

HYGIENE AND GOOD GROOMING

Name ______________________________ Date ________________

Fill in the correct word or phrase, using some or all of these words:

deodorant
personal
sanitation

exercise
complexion
contagious
circulation

emotions
digestion
disease
good health

sleep
fallen arches
community
uncleanliness

personality
hygiene
antiseptic

1. Avoid body odors by using a ________________.
2. The care given by the individual to preserve his or her health is called ________________ hygiene.
3. ________________ is the study which treats of healthful living.
4. The muscles of the body are kept in good condition by ________________.
5. Personal hygiene aims at preventing ________________.
6. Bad or offensive breath is treated by gargling with an ________________.
7. A well-balanced diet is necessary for ________________.
8. One of the principle causes of poor health is ________________.
9. The practice of public hygiene is important because it preserves the health of the ________________.
10. A footprint which is almost the same width throughout its entire length is indicative of ________________.
11. Public hygiene is known as ________________.
12. ________________ is the outward reflection of the inner being.
13. ________________ is the hue or texture of the skin.
14. Thoughts and ________________ influence bodily activities.
15. One benefit of regular exercise is an improvement in blood ________________.

Test I-1.2.3 (p.2)

Mark true or false:

16. ______________ Because of the many times a cosmetologist has her hands in water, they do not have to be well manicured.

17. ______________ A cosmetologist does not have to worry about the way her hair looks, because she can always have it done in the shop where she works if she has to go somewhere.

18. ______________ One of the basic causes of poor health is a faulty diet.

19. ______________ A well-balanced condition of body and mind means good health.

20. ______________ A thought may either stimulate or depress the functions of the body.

21. ______________ Strong emotions have no effect on the heart, arteries, or glands.

22. ______________ Eating well-balanced meals at regular intervals and drinking a sufficient amount of water will keep the digestive system functioning properly.

23. ______________ To avoid backstrain, a cosmetologist must maintain good posture while shampooing.

24. ______________ A female cosmetologist should wear high heels to enhance the beauty of her legs.

25. ______________ A cosmetologist should wear a uniform that is spotlessly clean, neat, and properly fitted.

Underline the correct answer in the following:

26. The body may be kept clean by the use of water and:

a. antiseptic
b. deodorant
c. disinfectant
d. soap

27. Avoid bad breath by rinsing the mouth with a good:

a. caustic
b. antiseptic
c. germicide
d. tonic

28. Underarm odors are not likely to develop after a bath and the use of:

a. rose water
b. hand lotion
c. deodorant
d. a styptic

29. To work in a salon, the cosmetologist must be free from:

a. general fatigue
b. irritability
c. contagious disease
d. cavities

30. Three mental qualities which promote good health are cheerfulness, courage and:

    a. worry
    b. hope
    c. fear
    d. indifference

31. Clean undergarments and a clean uniform must be worn:

    a. each day
    b. every other day
    c. once a week
    d. every six months

32. You should have a dental examination every:

    a. six weeks
    b. six months
    c. six days
    d. six years

33. Wash hands before and after:

    a. every other patron
    b. every three patrons
    c. every six patrons
    d. each patron

34. Seven basic requirements for good personal hygiene are cleanliness, wholesome thoughts, good posture, adequate sleep, exercise, relaxation, and:

    a. happy dreams
    b. balanced diet
    c. carbon dioxide
    d. high-fat diet

35. Sanitary measures taken by the government to promote public health are called:

    a. public hygiene
    b. personal hygiene
    c. mental health
    d. cleanliness

36. Five basic requirements for good public health under the supervision of the government are pure air, pure food, pure water, adequate sewerage, and:

    a. health of the individual
    b. public relations
    c. control of disease
    d. population control

37. A person with a good sense of humor:

    a. laughs at the patrons
    b. can laugh at herself
    c. makes fun of people with physical problems
    d. keeps a straight face all the time

38. Lack of cleanliness may cause:

    a. sanitation
    b. disinfection
    c. disease
    d. poor circulation

39. To avoid back strain while reading, writing or studying, sit:

    a. on the floor
    b. in a slouching position
    c. rigidly upright
    d. toward the back of the chair

40. Regular physical examinations are necessary to discover the presence of:

a. disease
b. sebaceous glands
c. asepsis
d. hangnails

41. For a comfortable sitting posture, keep the soles of the feet:

a. crossed
b. pigeon toed
c. on the floor
d. in the air

42. Discourtesy is:

a. excused
b. inexcusable
c. socially correct
d. needed

43. Harsh treatment:

a. helps patrons to remember you
b. chases patrons away
c. is welcomed by patrons
d. shows the patron your personal interest

44. Sharp practices, extravagant claims, and unfullfilled promises are:

a. considered good business practices
b. considered unethical
c. a way to make a lot of money
d. accepted as normal procedure

45. Vulgar language shows:

a. the intelligence of the operator
b. lack of culture
c. the operator's wide vocabulary range
d. her ability to control herself in public

46. Smoking while working on a patron is:

a. appreciated
b. courteous
c. discourteous
d. helpful

47. The tools of a cosmetologist should be sanitized by:

a. soap and water
b. 70% alcohol
c. leaving in antiseptic until used
d. storing in a clean drawer

48. We serve every patron unless she:

a. does not tip
b. has fine hair
c. has a contagious disease
d. comes in late

49. The uniform you wear must:

a. be tight in the waist
b. always match the decor
c. be washable
d. be very stylish

50. An operator should always:

a. look ready for a party
b. wear impressive jewelry
c. have long finger nails
d. look well groomed

TEST I-1.3.1

STRUCTURE OF THE BODY

Name________________________________ Date______________

Multiple choice:

1. The basic units of living matter are:

    a. histology
    b. melanin
    c. cells
    d. epithelial

2. Anatomy is the study of the:

    a. nails
    b. gross structure of the body
    c. skin
    d. nerves

3. The reproduction of the cell is controlled by the:

    a. nucleus
    b. age of the cell
    c. cell wall
    d. blood

4. Direct division (amitosis) occurs in:

    a. certain microscopic plants
    b. humans
    c. fish
    d. decaying matter

5. Indirect division (mitosis) occurs in:

    a. humans
    b. bacteria
    c. viruses
    d. digestion

Fill in the correct word, using some or all of these words:

oxygen
metabolism
tissues
anatomy
catabolism
thyroid gland
cytoplasm
histology
systems
organ
two
carbon dioxide
nine
anabolism
protoplasm
four

6. A series of changes occurs in the nucleus of a human cell before the cell divides into ______________ cells.

7. Cells will grow if they receive food, water, and ________________.

8. Metabolism consists of two phases: ______________ and ______________.

9. The metabolic rate of the body is under the control of the ______________ ______________.

10. The general name for the colorless, jellylike substance composing all cells is ____________________.

11. Food materials for cell growth and self-repair are found in the__________.

12. The study of minute structures of tissues, as seen with a microscope, is called____________________.

13. Groups of organs working together to perform body functions are called ____________________.

14. A structure containing two or more tissues combined to accomplish a definite function is an ____________________.

15. There are ____________________systems in the body.

True or false:

16.____________ The heart is an example of a tissue.

17.____________ Bone is an example of fatty tissue.

18.____________ Body cells reproduce by a process known as mitosis.

19.____________ A tissue is a group of similar cells.

20.____________ The energy needed for muscular effort is released during anabolism.

21.____________ Organs generally consist of two or more different tissues.

22.____________ The study of the gross structure of the body is called bacteriology.

23.____________ The study of the minute structures of the body is called osteology.

24.____________ When cells reach maturity they gradually dry up.

25.____________ The process of metabolism is generally divided into four phases.

TEST I-1.3.1

STRUCTURE OF THE BODY

Name______________________________________ Date__________________

Multiple choice:

1. The basic units of living matter are:

   a. histology
   b. melanin
   c. cells
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2. Anatomy is the study of the:

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   b. gross structure of the body
   c. skin
   d. nerves

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   b. age of the cell
   c. cell wall
   d. blood

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   b. humans
   c. fish
   d. decaying matter

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Fill in the correct word, using some or all of these words:

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metabolism
tissues
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catabolism
thyroid gland
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10. The general name for the colorless, jellylike substance composing all cells is ____________________.

11. Food materials for cell growth and self-repair are found in the ____________.

12. The study of minute structures of tissues, as seen with a microscope, is called ____________________.

13. Groups of organs working together to perform body functions are called ____________________.

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15. There are ____________________ systems in the body.

True or false:

16. ____________ The heart is an example of a tissue.

17. ____________ Bone is an example of fatty tissue.

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23. ____________ The study of the minute structures of the body is called osteology.

24. ____________ When cells reach maturity they gradually dry up.

25. ____________ The process of metabolism is generally divided into four phases.

TEST I-1.3.3

INTRODUCTION TO THE SKELETAL AND MUSCULAR SYSTEMS

Name________________________________ Date______________

Completion:

skeletal
marrow
compact
10
cancellous
cartilage

insertion
myology
nonstriated
periosteum
origin
cardiac

bone
sebaceous
joint
striated
synovial
14

ligaments
voluntary
3
fatty tissue
involuntary
body

1. There are 8 cranial and______facial bones in the skull.
2. The union or junction of two or more bones is a____________.
3. The scientific study of muscles is called______________.
4. The muscular system covers, shapes, and supports the______________system.
5. A digit or finger consists of_______phalanges.
6. ___________is the hardest structure of the body.
7. ___________tissue is the porous part of the bone, through which blood vessels pass.
8. The hardest part of bone consists of___________tissue.
9. ___________fluid, much like egg white in consistency, prevents friction at the joints.
10. A firm, tough, elastic substance, sometimes called gristle, is___________.
11. Fibrous tissues which support bones at the joints are called_____________.
12. ___________is a soft, fatty substance in bones which makes blood cells.
13. ______________is the fibrous membrane which covers the bone.
14. ______________muscles are controlled by the will.
15. ______________muscles function without the will.
16. ______________muscle is the muscle tissue found in the heart.
17. The striped, skeletal muscles are called______________.

Test I-1.3.3 (p.2)

18. The smooth muscles of our internal organs are called_______________.

19. The______________of the muscle refers to the attachment of the muscle to the less movable of two bones.

20. Between the origin and insertion of the muscle is the____________of the muscle.

True or false:

21.____________Muscles are connected directly to bones with muscle cells.

22.____________Muscles are made up of separate bundles of elastic fibers.

23.____________An aponeurosis is a delicate membrane that covers muscles and separates its numerous layers.

24.____________The insertion of a muscle is the attachment to the more fixed bone.

25.____________The attachment to the more movable bone is called the onsection of a muscle.

26. ____________An aponeurosis is a flat, expanded tendon that attaches a muscle.

27.____________Involuntary muscles are controlled by the will.

28.____________Cardiac muscles are found in the cardicle.

29.____________Muscles controlled by the will are voluntary muscles.

30.____________"Muscle tone" describes the normal tension of a muscle.

31.____________Ligaments attach muscles to bones.

32.____________Skeletal muscles are attached to fascia.

33.____________The muscular system depends on the respiratory, circulatory, skeletal, and nervous systems for its activities.

34.____________Each muscle has its own blood vessels and lymphatics.

35.____________The part of the muscle between the origin and the insertion is called the fascia.

36.____________Mastication is the act of chewing.

37._____________Muscular tissue of the intestine is striated.

38._____________The study of bones is called osteology.

39._____________A ligament is a joint for small bones.

40._____________There are 206 bones in the skeletal system.

Match the following by placing the number before the proper letter.

41. anterior
42. superior
43. inferior
44. anguli
45. depressor
46. proximal
47. levator
48. medial
49. flexion
50. dilator

______a. located higher
______b. at an angle
______c. bending
______d. that which expands
______e. before or in front of
______f. that which lifts
______g. nearest to the center
______h. located lower
______i. pertaining to the middle
______j. that which presses down

TEST I-1.3.4

INTRODUCTION TO THE NERVOUS SYSTEM

Name____ Date________________

Completion:

afferent
efferent
mixed
impulse
peripheral
cell body
cerebellum
sensors
nerves
synapse
sympathetic
cerebrum
cell processes
central
neuron
autonomic
lower
reflex action
fatigue
neurology

1. ________________is the study of the structure and functions of nerves.

2. A________________is a nerve cell.

3. A nerve cell is composed of cell processes and a ____________________.

4. The long and short fibers in the neuron are called____________________.

5. Sensory neurons, also called________________neurons, transmit impluses to the spinal cord and brain.

6. The________________neurons, or motor neurons, transmit impulses from the spinal cord to muscles and glands.

7. ________________neurons, or interneurons, conduct impulses from sensory neurons to motor neurons.

8. The________________nervous system consists of the spinal cord and the brain.

9. The________________nervous system contains the sensory and motor nerve fibers which are found all over the body.

10. The________________nervous system's functions are involuntary or independent of the will.

11. The________________is the smaller part of the brain located near the nape of the neck.

12. The________________is the large, frontal part of the brain.

13. The________________nervous system is the same as antonomic nervous system.

14. The________________of the brain controls voluntary movement, thinking, feeling, remembering, seeing, and hearing.

15. Neurons, which are microscopic, are bundled into________________, which can be seen.

16. The involuntary activities of the body are controlled from the _________ sections of the brain or the spinal cord.

17. A______________________is an involuntary response to a stimulus that does not involve the brain.

18. Irritability is one sign of nerve________________.

19. A________________is the point at which an impulse passes from one neuron to another, such as from a sensory neuron to a motor neuron.

20. Breathing, heart-beat, stomach movements, etc. are controlled by the __________________________nervous system.

True or false

21. ____________The average brain weighs about 44 to 48 ounces.

22. ____________Eyes, ears, nose, taste buds, etc. are called sense organs.

23. ____________The cerebrum is located near the nape of the neck.

24. ____________The medulla is the spinal bulb which connects the brain to the spinal cord.

25. ____________The function of the nervous system is to control the workings of the body.

TEST I-1.3.7

THE VASCULAR SYSTEM

Name____ Date________________

Completion:

capillaries
erythrocytes
clotting
pericardium
pulmonary
white
ventricles
skin

aorta
thrombocytes
veins
lymph
auricle
systemic
pulmonary veins
leucocytes

blood
pulmonary arteries
arteries
red
angiology
plasma
valves
arteries

1. The heart is a muscular organ located in the chest cavity and enclosed in a membrane called the__________________.

2. The heart has four chambers, the right and left____________________, and the right and left ventricle.

3. __________________are thick-walled, muscular, and elastic vessels that carry purified blood.

4. __________________are minute, thin-walled blood vessels which connect the smaller arteries with the smaller veins.

5. __________________are thin-walled blood vessels which cary "impure" blood back to the heart.

6. The__________________circulation is the name for the blood circulation from the heart to the lungs and back again to the heart.

7. The__________________circulation is the name for the blood circulation from the heart throughout the body and back again to the heart.

8. ____________________is the nutritive fluid circulating throughout the blood-vascular system.

9. __________________is the fluid part of the blood.

10. Red blood cells are also called__________________.

11. White blood cells are also called__________________.

12. The function of the ____________________ blood cells is to carry oxygen from the lungs to the body cells and transport carbon dioxide to the lungs, where it is expelled.

13. The most important function of the ________________ blood cells is to protect the body against disease by fighting harmful bacteria and their poisons.

14. Blood platelets play and important role in the ________________ of the blood.

15. Blood platelets are also called ____________________________.

16. The ____________________ holds about 1/2 to 2/3 of all the blood in the body.

17. The ____________________ is the main artery which carries blood from the heart to the various arteries throughout the body.

18. ______________________ are found deep in the tissues.

19. ______________________ lie nearer the surface of the skin.

20. The blood vessels that carry the blood from the heart to the lungs are called the ____.

21. Veins of medium size have ____________________ which prevent back-flow and so aid in carrying the blood to the heart.

22. _____________________ is the scientific study of blood vessels and lymphatics.

23. The lower chambers of the heart are called _____________________.

24. _____________________ is a pale, watery liquid that circulates through the lymph-vascular system.

25. The blood vessels that carry the blood from the lungs back to the heart are called the ___________________________.

TEST I-1.3.9

THE ENDOCRINE AND EXCRETORY SYSTEMS

Name ____ Date ________________

Completion:

bloodstream
duct glands
endocrine
endocrine system
thyroid gland

duct
stress
pituitary gland
hormones
secretion system

blood
nervous system
ductless
excretory system
skin

1. A body system composed of glands whose functions are to help control growth, body processes, and reproduction is the ________________________________.
2. The products of the endocrine glands are called ________________________.
3. These products are distributed through the ____________________________.
4. The raw materials which glands utilize to produce secretions are supplied by the ________________.
5. The activities of the glands are controlled by the ______________________.
6. Substances which are secreted through tubes or canals are manufactured by ____________________________.
7. A gland which delivers its secretions directly into the blood is a ______________ gland.
8. Another name for this kind of gland is ____________________ gland.
9. The oil and sweat glands are examples of __________________ glands.
10. The pituitary and thyroid glands are examples of __________________ glands.
11. The adrenal glands help the body handle ____________________.
12. The metabolic rate of the body is controlled by the ______________________.
13. The body system which functions to eliminate waste products formed in the body is called the ______________________________________.
14. The lungs, kidneys, liver, and large intestine are all excretory organs. The __________________ is also considered to be an excretory organ.

15. The so-called master gland that controls several other endocrine glands is the ____________________________.

True or false:

16. _____________Malfunctions of the endocrine glands can cause chemical imbalances and physical illness.

17. _____________Certain cells in the pancreas secrete insulin, which promotes the metabolism of sugar.

18. _____________The sex glands are both duct- and ductless glands.

19. _____________The small intestine is considered a part of the excretory system.

20. _____________The lungs get rid of the carbon monoxide produced by the cells.

21. _____________Normal growth and bodily functioning require endocrine glands that function normally.

22. _____________The liver neutralizes toxic substances which may have been absorbed from the intestines.

23. _____________Sex glands do more than just produce the reproductive cells.

24. _____________The hormones produced by the nervous system have a profound influence on growth, reproduction, and health of the body.

25. _____________If a person's kidneys do not work properly, he can get along well enough, because the bladder takes over the job of the kidneys.

TEST I-1.3.11

THE RESPIRATORY AND DIGESTIVE SYSTEMS

Name_______________________________________ Date_______________

True or false:

1. ____________Heavy physical work or other muscular activity increases the body's need for oxygen.

2. ____________The most important organs of the respiratory system are the trachea, the bronchial tubes, and the larynx.

3. ____________Shallow breathing of the lungs without the diaphragm is called costal breathing.

4. ____________Two large organs composed of spongy clusters of cells into which the inhaled oxygen enters are the lungs.

5. ____________The muscular partition which controls breathing and which separates the chest from the abdominal regions is the pharynx.

6. ____________The body system which functions to change complex food substances into simple materials that can be absorbed and used by the body is the respiratory system.

7. ____________A complex chemical which changes certain kinds of foods into forms capable of being used by the body is an enzyme.

8. ____________The organ from which the absorption of soluble food substances takes place is the large intestine.

9. ____________Intense emotions, excitement, and fatigue disturb digestion.

10. ____________The most important organ of the respiratory system is the stomach.

11. ____________The head, neck, and chest cavity contain the organs of the respiratory system.

12. ____________The voice box is called the trachea.

13. ____________Oxygen is exhaled and carbon dioxide is inhaled during breathing.

14. ____________The long tube which extends from the mouth to the anus is called the digestive system.

15.____________Nothing passes through the walls of the large intestine.

16.____________A muscular sac containing layers of muscle fibers is called the stomach.

17.____________Before digested food can be used by the body, it must be absorbed by the blood and lymph.

18.____________The liver secretes pancreatic juice.

19.____________Villi, finger-like projections, line the walls of the small intestine.

20.____________An important organ of the digestive system is the appendix.

21. The first stage of digestion is started in the:

a. brain
b. mouth
c. nerves
d. lungs

22. The tube connecting the mouth and the stomach is the:

a. pancreas
b. tubule
c. esophagus
d. synapse

23. The trachea is commonly called the:

a. track
b. voice box
c. wind pipe
d. breath

24. Which of the following is *most* necessary to life?

a. bread and butter
b. water
c. warmth
d. oxygen

25. The stomach is capable of holding from:

a. one to two quarts
b. one to two gallons
c. one to two cups
d. one to two ounces

TEST I-2.1.3

BACTERIOLOGY

Name____ Date_______________

True or false:

1.____________Bacteria are nonliving micro-organisms.

2.____________Non-pathogenic bacteria perform no useful task.

3.____________Pediculosis is a harmless parasite.

4.____________Bacteria can only enter the body through the nose and mouth.

5.____________Streptococcus is a non-pus-forming organism.

6.____________Staphylococci cause the common cold.

7.____________Parasites get their food from living organisms.

8.____________Saprophytes get their food from living organisms.

9.____________Cocci are round-shaped bacteria.

10.____________White blood cells help spread bacteria.

11.____________Body secretions and perspiration fight infection.

12.____________Anthrax and tetanus are spore-forming bacteria.

13.____________Blood poisoning is a local infection.

14.____________An immune person cannot be a germ carrier.

Fill in the blanks, choosing from the following words:

spore
dark and damp
diplococci
flagella (cilia)
sterile

ultraviolet rays
parasites
saprophytes
sterilization
spirilla
infra-red rays

protoplasm
staphylococci
bacteriology
harmful
harmless

15. Intense heat, disinfectants, and____________________destroy bacteria.

16. ____________________ live on dead organic matter.

17. ____________________ are bacteria growing in pairs.

18. A whiplike motion of the hairlike projections called ____________________ propel bacteria about in a liquid, giving them motion.

19. A tiny bacterial body having a protective wall to withstand unfavorable conditions is called a ____________________.

20. Bacteria consist of an outer shell and internal ____________________, which is a jelly-like substance.

21. ____________________ are cocci which are grouped in clusters like grapes.

22. The process of ____________________ is necessary to kill bacteria.

23. ____________________ is the study of minute micro-organisms.

24. The cosmetologist is most concerned with ____________________ bacteria.

25. Bacteria are not present in a ____________________ area.

26. The coiled-shaped bacteria are called ____________________.

Underline the correct answer:

27. Bacteriology is the scientific study of:

a. ologies
b. viruses
c. bacteria
d. microscopes

28 Pathogenic bacteria are found most often where it is:

a. clean
b. dry
c. dirty
d. sterile

29. Pathogenic bacteria produce:

a. good skin
b. disease
c. healthy teeth
d. pathways in the skin

30. Harmful bacteria are called:

a. amoebas
b. pathogenic
c. nonpathogenic
d. viruses

31. Bacteria reproduce best in:

    a. a sterile state
    b. sunshine
    c. warm, moist places
    d. dry places

32. Bacteria can be seen with:

    a. a microscope
    b. a telescope
    c. a periscope
    d. a magnifying glass

33. Cocci are bacteria having the shape of a:

    a. circle or ball
    b. rod
    c. corkscrew
    d. curve

34. Bacilli are bacteria having the shape of a:

    a. corkscrew
    b. circle or ball
    c. rod
    d. curve

35. Spirilla are bacteria having the shape of a:

    a. circle or ball
    b. corkscrew
    c. rod
    d. curve

36. Bacteria reproduce by dividing into:

    a. two daughter cells
    b. six daughter cells
    c. nine daughter cells
    d. twelve daughter cells

37. Pustules and boils contain:

    a. nonpathogenic organisms
    b. pathogenic bacteria
    c. sebum
    d. ringworm

38. Spore-forming bacteria are found in such a disease as:

    a. pustules
    b. acne
    c. lockjaw
    d. wheals

39. Poisoning due to pathogenic bacteria is called:

    a. parasite
    b. leucocyte
    c. pathetic
    d. sepsis

40. A sign of infection is the presence of:

    a. platelets
    b. red cells
    c. pus
    d. blood

41. A boil is considered to be a:
    a. eryrthrocyte
    b. local infection
    c. general infection
    d. blood poisoning

42. Toxin means a:
    a. poisonous substance
    b. sterilizing agent
    c. injection
    d. fumigant

43. A communicable disease is:
    a. immune
    b. one in a community
    c. transmitted from one person to another
    d. caused by nonpathogenic bacteria

44. Which of the following is most likely to spread disease?
    a. canned food
    b. soiled hands
    c. mosquito bites
    d. damp air

45. Parasites get their nourishment from:
    a. living things
    b. germs
    c. bacteria
    d. dead matter

46. A condition of being able to resist a particular disease is called:
    a. illness
    b. sterile
    c. immunity
    d. fungi

47. The resistance to a disease because of an inoculation against this disease is called:
    a. natural immunity
    b. acquired immunity
    c. illness
    d. recovery

48. Bacteria that live on dead matter are called:
    a. parasites
    b. saprophytes
    c. leucocytes
    d. erythrocytes

49. A person who is immune to a disease but may carry it to others is called a:
    a. micro-organism
    b. communicator
    c. human disease carrier
    d. tubercular

50. A disease caused by an outside agent, like bacteria, is called:
    a. tumor
    b. hereditary disease
    c. parasite
    d. infection

TEST I-2.2.6

STERILIZATION AND SANITATION

Name____ Date_______________

Underline the correct answer in the following:

1. The process of sterilization:

   a. destroys only harmful bacteria
   b. encourages bacteria growth
   c. makes bacteria inactive
   d. destroys harmful and beneficial bacteria

2. The best example of moist-heat sanitizing is:

   a. fumigation
   b. disinfection
   c. baking in an oven
   d. boiling in water

3. The sterilization solution in a wet sanitizer is:

   a. 30% alcohol
   b. antiseptic solution
   c. formalin 2% solution
   d. germicidal solution

4. To sanitize sharp metal instruments use:

   a. hydrogen peroxide
   b. kerosene
   c. 10% alcohol
   d. 70% alcohol

5. The active gas in formalin is:

   a. formulate
   b. oxygen
   c. formaldehyde
   d. chlorine

6. Quaternary ammonium compounds are used as:

   a. a stypic
   b. a deodorant
   c. a disinfectant
   d. an antiseptic

7. Sanitizing in a beauty salon is done mostly by:

   a. steam sanitizers
   b. boiling water
   c. baking in an oven
   d. chemical disinfectants

8. A closed sanitizer containing a disinfectant is called a:

   a. wet sanitizer
   b. steam sanitizer
   c. humidifier
   d. oven sanitizer

Test I-2.2.6 (p.2)

9. Before sterilizing, an implement should be:

a. cleaned with soap and water
b. wiped with a towel
c. dipped in water
d. brushed clean

10. A dry sanitizer should contain:

a. deodorant
b. an active fumigant
c. boric acid
d. peroxide

11. A 10-25% solution of formalin is used as a:

a. cleaning agent
b. disinfectant
c. mouthwash
d. lightener

12. All chemicals used in the beauty salon should be:

a. openly displayed
b. in a dry, open container
c. labeled properly
d. stored in the refrigerator

13. The most effective agent in a dry sanitizer is:

a. formaldehyde fumes
b. saline solution
c. peroxide
d. witch hazel

14. To sanitize articles that cannot withstand heat, use:

a. 20% peroxide solution
b. boric acid
c. disinfectant solution
d. baking soda

15. To sterilize electrodes best, use:

a. boiling water
b. peroxide
c. 70% alcohol
d. baking soda

16. In beauty salons, combs and brushes are sanitized with:

a. soap and warm water
b. boric acid
c. 70% alcohol
d. disinfectant solution

17. Quaternary ammonium compounds are disinfectants which are:

a. unrealiable
b. odorless
c. toxic
d. rust inhibitors

18. Quaternary ammonium compounds are popular in beauty salons because of their:

a. high strength
b. lovely color
c. long contact time
d. short contact time

19. An easy chemical method of sanitization is:
    a. ammonium solution c. boiling water
    b. quats d. soap and water

20. To be effective for sanitizing, the strength of a quat solution should be:
    a. 2:1000 solution c. 1:4000 solution
    b. 1:1000 solution d. 1:5000 solution

21. An ordinary drinking glass contains about:
    a. 14 oz. c. 4 oz.
    b. 8 oz. d. 1 pint

22. In a beauty salon, sanitation is used:
    a. for public hygiene c. for personal hygiene
    b. to impress patrons d. only where it shows

23. Clean towels are kept:
    a. in a clean, open cabinet c. in a closed cabinet
    b. near shampoo bowl d. out of sight

24. Implements that are sterile are kept:
    a. in a clean pocket c. in a closed dry sanitizer
    b. near your work station d. at the front desk

25. In beauty culture, hands are washed:
    a. every day c. before lunch
    b. before and after each treatment d. after a hair dye

True or false:

26. ____________ Asepsis means being free from disease germs.

27. ____________ Sterile means free from all germs.

28. ____________ A disinfectant is a chemical agent which destroys bacteria.

29. ____________ Physical and chemical agents are seldom used in sanitation.

30. ____________ Formalin is a 37% to 40% solution of formaldehyde gas dissolved in water.

31. ____________ Wash implements thoroughly with soap and cold water.

32. ____________ Effective sanitization prevents the spread of non-infectious diseases in the beauty salon.

33. ____________ There is a difference in the action of a disinfectant, germicide, and bactericide.

34. ____________ Formaldehyde is the active gas in formalin.

Test I-2.2.6 (p.4)

35. ____________ Sterilization is the process of completely destroying certain kinds of bacteria.

36. ____________ Infectious diseases may be spread from one person to another when sanitary implements are used.

37. ____________ An antiseptic is a chemical agent which may retard the growth of bacteria.

38. ____________ Hairnets must be washed after every day of use.

39. ____________ Do not discard emery boards after use on a patron.

40. ____________ All manicuring implements must be sanitized after each use on a patron.

41. ____________ Sanitize electrical appliances by rubbing surface with a cotton pad dampened with 70% alcohol.

42. ____________ Shampoo bowls must be sanitized before and after each use.

43. ____________ Sanitation is the application of measures to promote public health and prevent the spread of non-infectious diseases.

44. ____________ The beauty salon is not to be used for eating, sleeping, or living quarters.

45. ____________ Do not permit the shampoo cape to come into contact with the patron's skin.

46. ____________ Head-rest coverings and neck strips must be changed for every second patron.

47. ____________ Use clean fingers to remove creams or ointments from jars.

48. ____________ A person with an infectious disease is a source of contagion to others.

49. ____________ Waste materials from the floor of the shop should be swept into a back corner.

50. ____________ It is all right to work on the head of a person with an infectious disease if you wash your hands well afterwards.

TEST I-3.2.2

THE SKIN

Name ______________________________ Date ______________

Underline the correct answer in the following:

1. Skin may be described as:
   - a. like plastic
   - b. a bodily system
   - c. dead cells
   - d. elastic and flexible

2. Normal, healthy skin is:
   - a. very dry
   - b. very colorful
   - c. with a bluish tinge
   - d. moist and soft

3. Thick skin is found on the:
   - a. forehead
   - b. neck
   - c. palms
   - d. scalp

4. The outer layer of skin is called:
   - a. dermal layer
   - b. reticular layer
   - c. adipose layer
   - d. epidermis

5. The cuticle layer is also called:
   - a. true skin
   - b. corium
   - c. epidermis
   - d. derma

True or false:

6. ______________ A good complexion has a smooth feel and a healthy color.

7. ______________ The thinnest skin is found on the back of the hand.

8. ______________ A healthy skin is a sign of good circulation.

9. ______________ Nerves and blood vessels are found in the epidermal layer.

10. ______________ Skin is divided into two main layers, the dermis and epidermis.

11. ______________ Heat regulation is one of the main functions of the skin.

12. ______________ The skin helps in protecting the body against infection.

13. ______________ A very deep burn that destroys nerve endings may be painless.

14. ______________ The skin is protected against seborrhea by a generous flow of oil.

Test 1-3.2.3 (p.2)

15. ____________ Because of quick absorption, face creams do a great deal of good.

16. ____________ Hair and nails are appendages of the skin.

17. ____________ Body heat is lost by the evaporation of sweat.

18. ____________ Skin is affected by heat, cold, and other sensations through sensory nerve endings.

19. ____________ The skin is one of the largest organs of the body.

20. ____________ The stratum corneum layer is constantly being shed and replaced.

Underline the correct answer in the following:

21. Skin coloring is due to:
    - a. glands
    - b. colored cells
    - c. melanin
    - d. protein

22. Another name for the horny layer of skin is:
    - a. clear layer
    - b. granular layer
    - c. stratum corneum
    - d. true skin

23. Rubbing and pressure of the skin cause:
    - a. scales
    - b. callouses
    - c. dryness
    - d. growth of hair

24. In which layer of skin is keratin found?
    - a. stratum lucidum
    - b. stratum mucosum
    - c. stratum corneum
    - d. stratum granulosum

25. Small nerve endings are in the:
    - a. blood vessels
    - b. epidermis
    - c. adipose tissue
    - d. subcutaneous tissue

26. The outermost layer of the epidermis is:
    - a. stratum lucidum
    - b. stratum corneum
    - c. true skin
    - d. corium

27. The innermost layer of the epidermis is:
    - a. subcutaneous tissue
    - b. dermis
    - c. stratum germinativum
    - d. stratum lucidum

28. Epidermal growth commences in:
    - a. stratum germinativum
    - b. stratum corneum
    - c. stratum lucidum
    - d. stratum granulosum

29. Another name for the dermis is:
    - a. cuticle
    - b. reticule
    - c. true skin
    - d. false skin

30. The papillary layer is found in the:
    a. epidermis
    b. cuticle
    c. dermis
    d. fatty tissue

31. The reticular layer is found in the:
    a. dermis
    b. epidermis
    c. adipose layer
    d. cuticle

32. Nerve endings for the sense of touch are in the:
    a. adipose tissue
    b. subcutaneous tissue
    c. papillary layer
    d. germinativum

33. The inner portion of the dermis is the:
    a. reticular layer
    b. epidermal layer
    c. subcutaneous layer
    d. cuticular layer

34. Fatty cells are found in:
    a. subcutaneous tissue
    b. muscle tissue
    c. pigmental tissue
    d. keratin tissue

35. Elastic fibers of the skin are in the:
    a. epidermis
    b. dermis
    b. cuticle
    d. subcutaneous tissue

36. Sebum is secreted by:
    a. perspiration
    b. salivary glands
    c. sweat glands
    d. sebaceous glands

37. Sebum keeps skin in a condition of:
    a. dryness
    b. cleanliness
    c. lubrication
    d. hardness

38. There are no sebaceous glands in the:
    a. scalp
    b. palms
    c. armpits
    d. forehead

39. The absorption qualities of skin are:
    a. very good
    b. very slight
    c. not at all
    d. excessive

40. Which of these is NOT a function of skin?
    a. help excrete body wastes
    b. help control body temperature
    c. protect the body
    d. help the blood to circulate

41. The sudoriferous glands excrete:
    a. sebum
    b. oily substances
    c. sweat
    d. carbon dioxide

42. The sudoriferous glands also eliminate:
    a. gas
    b. sudory
    c. waste products
    d. hot air

43. Sweat glands open into:
   a. pores
   b. follicles
   c. vacuoles
   d. papillae

44. The lubricating oil for skin is called:
   a. hormone
   b. enzyme
   c. sebum
   d. sweat

45. The body system that controls the sweat glands is:
   a. nervous system
   b. skeletal system
   c. circulatory system
   d. respiratory system

46. Body temperature is maintained at:
   a. 96.8 degrees
   b. 98.6 degrees
   c. 100 degrees
   d. 68.9 degrees

47. Skin responds to cold and touch, etc. because of:
   a. blood supply
   b. nerve supply
   c. lymphatic system
   d. oil glands

48. The armpits and forehead contain an abundance of:
   a. oil glands
   b. salivary glands
   c. sweat glands
   d. hot oil

49. Skin can stretch and retract because it is:
   a. greasy
   b. pliable
   c. oily
   d. dry

50. The contours of the body are due to the:
   a. color
   b. adipose tissue
   c. height
   d. pliability

TEST I-3.2.8

DISORDERS OF THE SKIN AND SCALP

Name ______________________________ Date ______________

Completion:

prognosis
pathology
dermatology
objective
inflammation

acute
comedo
albinism
steatoma
disorder
canities

subjective
seborrhea
dermatologist
milia
alopecia
trichology

symptom
hirsuties
diagnosis
chronic
allergy

1. ____________________ is the study of the structure and functions of skin, with its various disorders and diseases.

2. A skin specialist is a ____________________.

3. The study of hair and its diseases is called ____________________.

4. Recognizing a disease by its symptoms is called a ____________________.

5. A ____________________ is a forecast of the probable course of a disease.

6. The study of disease in the human body is called ____________________.

7. A ____________________ is evidence of disease or physical disturbance.

8. An ____________________ symptom is one that can be seen, such as pimples, pustules, etc.

9. A ____________________ symptom is one that can be felt, as in the case of itching.

10. ____________________ is a local response to cellular injury accompanied by redness, pain, and heat.

11. A sensitivity to a normally harmless substance is called ____________________.

12. A ____________________ disease is one that lasts for a long time but has fairly mild symptoms.

13. An ____________________ disease refers to one with more violent symptoms.

14. A ____________________ is a mass of hardened sebum appearing on the oily areas of the face and body, commonly referred to as a blackhead.

15. ______________________are commonly known as whiteheads.

16. ______________________is loss of hair.

17. ______________________is the technical term for gray hair.

18. Hypertrichosis or ____________________refers to excess or superfluous hair.

19. ______________________is an absence of pigment that is usually congenital (meaning one is born this way).

20. A ____________________ is an abnormality but not necessarily due to the presence of germs.

True or false:

21. ___________Macules, papules, and wheals are primary lesions.

22. ___________Scales, excoriations, and scars are primary lesions.

23. ___________Congenital means a disease that attacks a large number of people simultaneously.

24. ___________Epidemic is a disease that is present at birth.

25. ___________A venereal disease is a contagious disease acquired through sexual intercourse with an infected person.

26. ___________Dandruff is known as pityriasis.

27. ___________Leucoderma refers to excessive whiteness of patches of the skin.

28. ___________A mole is a parasitic germ under the skin.

29. ___________Chloasma is darkened patches on the skin.

30. ___________A contagious disease is one that is given from one person to another.

Match the following by putting the proper number in the spaces:

31. alopecia	_______ blackheads
32. tinea	_______ foul-smelling perspiration
33. canities	_______ ringworm
34. pityriasis	_______ gray hair
35. comedones	_______ lack of perspiration
36. milia	_______ loss of hair
37. bromidrosis	_______ wart
38. anidrosis	_______ dandruff
39. scabies	_______ whiteheads
40. verruca	_______ animal parasite

Underline the correct answer:

41. A disease that is present at birth is:
    - a. seasonal
    - b. congenital
    - c. infectious
    - d. original

42. A disease caused by a parasite is called:
    - a. acute
    - b. chronic
    - c. parasitic
    - d. pathogenic

43. A common, inflammatory disorder of unknown cause is:
    - a. psoriasis
    - b. comedones
    - c. milia
    - d. alopecia

44. Loss of hair in blotches is called:
    - a. alopecia areata
    - b. alopecia prematura
    - c. alopecia senilis
    - d. alopecia tinea

45. Loss of hair due to old age is called:
    - a. alopecia prematura
    - b. alopecia senilis
    - c. alopecia areata
    - d. alopecia tinea

46. A disorder or disease contracted through a person's job is called:
    - a. acute disorder
    - b. chronic disorder
    - c. seasonal disorder
    - d. occupational disorder

47. Pityriasis capitas simplex is:

a. dry dandruff
b. greasy dandruff
c. waxy dandruff
d. seborrhea

48. The sebaceous gland secretes:

a. perspiration
b. oil
c. waste
d. water

49. The common pimple that is inflamed and contains pus is called a:

a. wheal
b. tubercle
c. papule
d. pustule

50. A blister with clear fluid in it, such as poison ivy causes, is called:

a. tumor
b. vesicle
c. pustule
d. macule

TEST I-3.4.3

THE HAIR

Name_______________________________________ Date_______________

Underline the correct answer:

1. The technical term for the study of hair is:
    - a. trichinosis
    - b. hirsuties
    - c. trichology
    - d. histology
2. Hair is most prevalent on the:
    - a. palm
    - b. scalp
    - c. nails
    - d. heels
3. Curly hair in a cross-section view has a
    - a. wavy shape
    - b. round shape
    - c. flat shape
    - d. oval shape
4. Hair is mostly for:
    - a. protection and adornment
    - b. keeping the scalp dry
    - c. covering the forehead
    - d. cutting and styling
5. A cross-section view of straight hair is:
    - a. round shape
    - b. curly shape
    - c. oval shape
    - d. oblong shape
6. The chief chemical component of hair is:
    - a. calcium
    - b. keratin
    - c. wax
    - d. milia
7. Wavy hair has a cross-section shape which is:
    - a. oval shape
    - b. square shape
    - c. round shape
    - d. uneven shape
8. The hair root is contained within the:
    - a. hair cortex
    - b. hair cuticle
    - c. hair corneum
    - d. hair follicle
9. The growth of the hair starts in the:
    - a. papilla
    - b. hair shaft
    - c. hair cuticle
    - d. melanin
10. Hair is nurished by:
    - a. sweat glands
    - b. oil glands
    - c. blood vessels
    - d. marrow

11. The shaft of the hair projects:
    - a. into the scalp
    - b. into the papilla
    - c. beyond the skin
    - d. within the follicle

12. The hair bulb is hollowed out to fit over the:
    - a. root
    - b. shaft
    - c. papilla
    - d. medulla

13. The cuticle of the hair is the:
    - a. innermost layer
    - b. outermost layer
    - c. central pith
    - d. part cut off

14. The medulla is not present in:
    - a. thick hair
    - b. fine hair
    - c. brown hair
    - d. black hair

15. The medulla is the:
    - a. outer layer
    - b. cuticle layer
    - c. center layer
    - d. middle layer

True or false:

16. ____________ Hair has no feeling.

17. ____________ Long hair grows more quickly than short hair.

18. ____________ The hair root is found at the lower part of the hair bulb.

19. ____________ A tube-like pocket which extends into the dermis is the hair follicle.

20. ____________ The cortex layer is the outermost layer of the hair.

21. ____________ The loss of pigment results in grey hair.

22. ____________ Normal hair can be stretched about 3/4 of its natural length.

23. ____________ Keratin is a protein substance found in hair and nails.

24. ____________ Albino hair has too much pigment.

25. ____________ The elasticity and strength of hair depend on the cuticle layer.

26. ____________ Color-forming matter found in the hair is the pigment melanin.

27. ____________ The coloring matter is found in the cuticle layer.

28. ____________ The muscle connected to the hair follicle is the arrector pili muscle.

29. __________ Hair found on the arms is called lanugo hair.

30. __________ Hair on the head has a life span of about 10 years.

Completion:

papilla
root
1/2
sudoriferous glands
elasticity
hypertrichosis
10-12
4-5
sebum
stream
sebaceous glands
medulla
porosity
keratin
melanin

31. Eyelashes and eyebrows are replaced every __________ months.

32. Hair __________ is the ability of the hair to absorb moisture.

33. If the __________ is destroyed, then the hair will never grow again.

34. The average rate of growth of hair on the head is __________ inch per month.

35. The __________ supply oil which keeps the hair soft.

36. Hair __________ is the ability of the hair to stretch and return to its original shape without breaking.

37. __________ is the direction of the natural flow of the hair on the scalp.

38. The coloring matter of the hair is called __________.

39. The __________ layer is absent in fine hair.

40. __________ is excess growth of the hair on the human body.

True or false:

41. __________ The hair shaft does not have nerves.

42. __________ Thin, dry, and weak hair is likely to result from scalp treatments.

43. __________ The hair and scalp are kept soft and tight by secretion of sebum.

44. __________ The number of hairs per square inch is called area.

45. __________ The cuticle is the central pith of the hair.

46. ____________The average daily shedding of hair is 100-150 hairs.

47. ____________Heat, cold air, and moisture will affect a head of hair.

48. ____________Cilia is the technical term for head.

49. ____________Sight, taste, touch, and smell are four senses used in hair analysis.

50. ____________Hair with poor porosity will absorb the least amount of moisture.

TEST I-4.7.1

HAIR STYLING

Name______________________________________ Date______________

Completion:

triangular
stem
roller curls
croquinole
circle
ridge curls
curl
over-directed
under-directed
counterclockwise
cascade
slicing
base
skip wave
mobility
water
width
shaping
reverse
lotion

1. The base, stem, and circle are the parts of a ________________.

2. The ________________ is between the base and the curl.

3. The ________________ is that part which forms a circle.

4. The ________________ is the part of the curl at the scalp which is the foundation of the curl.

5. The size of the pincurl governs the ________________ of the wave.

6. The ________________ of a curl is determined by the stem of the curl.

7. Curls are designated as being either forward or ________________ curls.

8. The terms clockwise and ____________________ are also used to explain curl placement.

9. A ________________ is forming the hair in preparation for curl placement.

10. A ________________ base curl is sometimes used to prevent splitting in the hairline setting.

11. A stand-up curl is also called a ________________ curl.

12. ________________ were designed to achieve the same fullness as stand-up curls.

13. Removing a section of hair from a shaping to make a pincurl is called ________________.

14. Hair that is not shaped enough during finger waving or molding is called ____________________.

15. Moving the comb too far when shaping the hair will cause it to become ____________________________.

16. A _________________________ curl is one which is wrapped from the end to the scalp.

17. A _________________________ is a combination of shaping one row and pincurling the next.

18. Curls placed behind a wave ridge are called _____________________.

19. _____________________ is the main wetting agent for finger waving.

20. _____________________ is used as an aid in setting hair and to help it hold longer.

Underline the proper answer:

21. A good hairstyle is strongly dependent upon:
    a. setting lotion   c. brushing
    b. kind of comb   d. a good set

22. Taking out the pins of a set before it is dried may cause:
    a. dandruff   c. a loose set
    b. tighter curls   d. a deeper wave

23. A method by which the hair is shaped into a preplanned shape is called:
    a. brushing   c. curling
    b. combing   d. molding

24. The stationary part of a curl is called its:
    a. station   c. stem
    b. base   d. rest

25. When a curl travels in the same direction as the hands of a clock, it is known as a:
    a. three o'clock curl   c. clockwise curl
    b. nine o'clock curl   d. counterclockwise curl

26. When a curl travels in the opposite direction from the hands of a clock, it is known as a:
    a. three o'clock curl   c. clockwise curl
    b. nine o'clock curl   d. counterclockwise curl

27. When hair is molded in a semicircle to prepare for finger waving, this area is called the:
    a. indentation   c. circle
    b. ridge   d. wave

28. Between the indentations of a finger wave is a:
    a. curl
    b. ridge
    c. circle
    d. direction

29. A pincurl that is started at the end and wrapped to the scalp is a:
    a. maypole curl
    b. sculpture curl
    c. pin curl
    d. marcel curl

30. When hair is pulled out of a shaping to make a pincurl, it is called:
    a. pulling out
    b. cutting
    c. slicing
    d. dragging

True or false:

31. ____________Setting lotion is an important aid in fingerwaving.

32. ____________Water is the main wetting agent for a good fingerwave.

33. ____________So long as the operator is skilled in styling, the hair cut is unimportant.

34. ____________The ends will be tighter with a maypole curl than with a spiral curl.

35. ____________The direction of the hair when combing out is governed by the size of the pincurl.

36. ____________The distance across a roller is called the diameter.

37. ____________A croquinole wrap is a wrap from the ends to the scalp.

38. ____________A cascade curl is a curl placed flat to the scalp.

39. ____________The hair should be twisted for proper curl placement.

40. ____________The strand should be ribboned for proper sculpture curling.

Test I-4.7.1 (p.4)

Match by placing proper number before description:

41. Maypole curl
42. Roller placement
43. Ridge curl
44. Sculpture curl
45. Skip wave
46. Symmetrical
47. Circle
48. Stem
49. Base
50. Molding

________balanced; equal on both sides

________lariat curl

________part of curl near scalp

________round-the-post curl

________part of curl between base and circle

________shaping

________part of curl starting at arc of pincurl

________positioning in predetermined location

________alternating fingerwaves and curls

________curl placed behind ridge

TEST I-5.1.3

THE NAIL, ITS DISORDERS AND DISEASES

Name____________________________________ Date_____________

Underline the proper answer:

1. Nails are appendages of:
   a. organs c. skin
   b. hair d. tissues

2. Nails of the average adult grow at an average of:
   a. 1/16 inch per month c. 1/4 inch per month
   b. 1/8 inch per month d. 1/2 inch per month

3. A healthy nail has a color of:
   a. light blue c. pink
   b. light yellow d. brown

4. The skin overlapping the nail is called the:
   a. cuticle c. hangnail
   b. mantle d. groove

5. The nail plate is composed of a substance called:
   a. tannin c. melanin
   b. fibrin d. keratin

6. The nail root is lodged in a deep fold of skin called the:
   a. mantle c. base
   b. lunula d. foundation

7. The actively growing tissue of the nail is the:
   a. lunula c. matrix
   b. eponychium d. plate

8. The nail plate rests on the:
   a. matrix c. full moon
   b. nail groove d. nail bed

9. Blood vessels and nerves are found in the:
   a. free edge c. keratin
   b. nail bed d. nail plate

10. Another name for the cuticle surrounding the entire nail border is:
    a. groove c. perionychium
    b. free edge d. hyponchium

Test I-5.1.3 (p.2)

11. The skin under the free edge of the nail is called the:
    a. eponychium　　c. thin skin
    b. hyponychium　　d. matrix

12. Excess cuticle at the base of the nail is called:
    a. perionychium　　c. eponychium
    b. nail wall　　d. nail groove

Match the following by placing the proper number before the description:

13. corrugations	________white spots
14. onychatrophia	________split or brittle nails
15. pterygium	________bitten nails
16. leuconychia	________thin, white, over-flexible nails
17. onychophagy	________shedding of nails
18. onychorrhexis	________wasting away of the nail
19. hangnails	________abnormal thickening of nail
20. eggshell nails	________split cuticles
21. onychocryptosis	________wavy ridges
22. onychoptosis	________swelling of the nails
23. onychophyma	________infection of tissues surrounding the nail
24. hypertrophy	________ingrown nails
25. paronychia	________forward growth of the cuticle

True or false:

26. ____________Blue nails are usually a sign of poor blood circulation.

27. ____________Corrugations may be caused by heavy applications of polish.

28. ____________Hangnails are treated by softening the cuticle with polish remover.

29. ____________A skilled manicurist should be able to treat an infected nail.

30. ____________Ingrown nails may be caused by filing too deeply into nail corners.

Test I-5.1.3 (p.3)

31. ____________ Furrows in the nail may be caused by a systemic disorder.

32. ____________ Dry cuticles should be treated with alcohol.

33. ____________ Wavy ridges may be improved by rubbing the nail with pumice powder.

34. ____________ Ringworm of the feet is called pediculosis.

35. ____________ Ringworm of the nail is called tinea unguium.

36. ____________ Splitting of the nails may be caused by careless filing.

37. ____________ Furrows may be caused by injury to the cells near the matrix.

38. ____________ There is no medical term for bitten nails.

39. ____________ Children's nails grow faster than adults'.

40. ____________ The matrix of the nail is well supplied with blood vessels and nerves.

41. ____________ Onychosis is a technical term applied to any nail disease.

42. ____________ Ringworm is not contagious.

43. ____________ Paronychia is also called felon.

44. ____________ Onychia can be caused by improper sanitation during manicuring.

45. ____________ An oil manicure is recommended for hangnails.

46. ____________ A cosmetologist should give careful manicures to diseased nails.

47. ____________ All diseased nails are caused by external damage.

48. ____________ Toe nails become infected more easily than the nails on the fingers.

49. ____________ Medical treatment is required for all nail diseases.

50. ____________ The cause of nail disease is often an internal disorder.

TEST I-5.4.1

ANATOMY OF THE HAND AND ARM

Name____ Date________________

Use some of these words to fill in the blank spaces:

forearm
thumb
phalanges
metacarpal bones
carpal bones
ulna
humerus
upper arm
palm
elbow
wrists
fingers
radius

1. The digital nerves supply the________________.
2. Carpal bones form the________________.
3. One finds metacarpal bones in the________________.
4. The bone of the upper arm is the________________.
5. The longest bone of the arm is in the________________.
6. Bones of the wrist are called________________.
7. The ulna is found in the________________.
8. The radial bone is found in the________________.
9. The radius is found on the________________side of the arm.
10. Bones of the fingers are called________________.

Underline the correct answer in the following:

11. Each of the shoulders has a:
    - a. humerus and ulna
    - b. clavicle and scapula
    - c. metacarpal and carpal
    - d. phalanx
12. The ulna bone is in the:
    - a. back of the hand
    - b. thumb side of forearm
    - c. wrist
    - d. little-finger side of forearm
13. What do the extensor muscles do?
    - a. open the hand
    - b. turn the wrist
    - c. spread the fingers
    - d. close the hand

Test I-5.4.1 (p.2)

14. The flexor muscles:

a. rotate hands and fingers
b. open the hand
c. spread the fingers
d. bend the fingers

15. The ulnar nerve affects:

a. back of hand
b. upper arm
c. little-finger side of arm
d. back of neck area

16. The radial and ulnar arteries branch off from the:

a. brachial artery
b. facial artery
c. carotid artery
d. femoral artery

17. How many phalanges are there in each hand?

a. 5
b. 10
c. 8
d. 14

18. The biceps muscle covers the:

a. hand
b. forearm
c. upper arm
d. wrist

19. The abductor muscles are used to:

a. bend the wrist
b. separate the fingers
c. bring the fingers together
d. straighten the wrist

20. The radial and ulnar nerves are:

a. sensory nerves only
b. motor nerves only
c. facial nerves only
d. sensory and motor nerves

True or false:

21. ____________ The fingers are separated by the adductor muscles.

22. ____________ The little-finger side of the arm is supplied by the radial nerve.

23. ____________ The radial artery supplies the thumb side of the arm.

24. ____________ The ulnar artery supplies the upper arm only.

25. ____________ The elbow joint permits movement in more directions than the shoulder joint.

TEST I-5.5.6

MANICURING

Name______________________________________ Date______________

Use some of these words to fill in the blank spaces below:

nail file
acetone
formaldehyde
pumice
emery board
cuticle cream

buffer
alcohol
solvent
enamels
chlorine
nipper

manicuring
cold cream
quats
hydrogen peroxide
finger bowl
facial tissues

tweezers
pusher
nail strengtheners
base coat
sealer
cotton

1. ________________ is the care of the hands and nails.

2. The container for soapy water used to soak the fingers is called a ________ ____________.

3. The metal implement used to shape the free edge is called a ________________.

4. The object used to smooth the free edge is an ________________ .

5. A ________________ is used to polish the nails when nail enamel is not used.

6. ________________ may be used to pick up loose pieces of cuticle if necessary.

7. A ________________ is used to loosen the cuticle before nipping.

8. Nail polish remover contains ______________.

9. ____________________ is used in manicuring to prevent or correct brittle nails and dry cuticles.

10. Products designed to prevent the nails from splitting or peeling, and which are used directly on the nails before polishing are called ________________ ____________________.

11. The powder or solid used as an abrasive to smooth nails and loosen dead skin is called __________________.

12. 70% __________________ is used on cotton to sterilize metal manicuring implements.

13. A ________________ solution is often used in the small manicuring sterilizer used on the manicuring table.

14. Nail ______________ are used to color the nails.

15. Nail bleaches contain______________________.

16. A______________is used to thin polish that has thickened.

17. A______________should be applied over the nail polish.

18. A__________________should be applied before nail enamel to help the polish adhere and keep the nail from discoloring.

19. Most operators now use the nail______________to cut cuticle rather than scissors.

20. __________should be placed on the bottom of the table sterilizer in order to prevent implements from chipping.

Underline the correct answer:

21. Manicuring implements should be sanitized:

a. once a day
b. after each use
c. every week
d. twice a week

22. Before using manicuring implements, they should be:

a. wiped with a tissue
b. wiped with a towel
c. cleansed and sanitized
d. cleaned in warm water

23. If a slight cut occurs while giving a manicure, apply:

a. an antiseptic
b. styptic pencil
c. pumice stone
d. Lysol

24. In shaping the fingernail, the nail is filed from:

a. corner to center
b. straight across
c. center to corner
d. corner to corner

25. The best time to apply nail polish is:

a. over the top coat
b. over the base coat
c. over the sealer
d. under the base coat

26. Nails are protected from chipping by a:

a. nail enamel
b. top coat
c. base coat
d. powdered alum

27. Dead cuticle is removed with a:

a. cuticle nipper
b. soap bath
c. solvent
d. liquid alum

28. The cuticle is softened with a:

a. sealer	c. liquid alum
b. base	d. soap bath

29. Pumice powder may be used to:

a. remove nail polish	c. soften nails
b. soften cuticle	d. smooth ridges

30. An adhesive base for liquid nail polish is a:

a. solvent	c. base coat
b. sealer	d. top coat

31. Nails should be manicured about once every:

a. two weeks	c. three weeks
b. month	d. week

32. While giving a manicure, instruments should be kept in a:

a. manicuring jar	c. finger bowl
b. alcohol jar sanitizer	d. manicurist's pocket

33. Emery boards are used to shape the:

a. sides of the nails	c. free edge of nails
b. lunula	d. cuticles

34. The only living part of the nail is:

a. free-edge	c. nail body
b. lunula	d. root

35. Minor bleeding in manicuring is stopped with:

a. alcohol	c. powdered alum
b. disinfectant	d. sealer

36. The patron's hands are kept well groomed by:

a. regular manicuring	c. hand massage
b. regular pedicure	d. muscle toning

37. The shape of the nails should conform to the:

a. hands	c. skin texture
b. cuticle	d. shape of the face

38. Brittle nails and dry cuticles are treated with:

a. an oil manicure	c. a regular manicure
b. a top sealer	d. a machine manicure

39. To determine shape and length of fingernails, the manicurist is governed by the:

a. color of skin	c. length of the arm
b. color of nail	d. shape of the fingers

40. Add to the water in the finger bowl a few drops of:

a. cuticle softener	c. cuticle oil
b. nail bleach	d. liquid soap

41. Nail-mend paper may be used to:

a. soften cuticle	c. remove nail polish
b. repair split nails	d. cure infections

42. To help prevent dry skin around the nails, apply:

a. cuticle cream	c. alcohol
b. nail polish remover	d. an antiseptic

True or false:

43.____________Nails grow more rapidly in children than in adults.

44.____________Injury to the free edge causes a deformed nail.

45.____________The nail is an appendage of the skin.

46.____________Keratin is the main chemical component of the nail.

47.____________Onyx is the technical name for the nail.

48.____________The nail starts to grow at the lunula.

49.____________The extension of excess cuticle at the base of the nail is called the eponychium.

50.____________The lunula is the visible half-moon at the base of the nail.

TEST I-6.2.1

HAIR PRESSING AND IRON CURLING

Name____ Date________________

True or false:

1.______________Pressing done with a pressing comb is known as a hard press.

2.______________The proper temperature for a pressing comb depends upon the texture of hair.

3.______________Hair should be shampooed prior to pressing.

4.______________The most difficult hair to press is medium-curly hair.

5.______________Double-pressing hair is called hard pressing.

6.______________Continual hard pressing of hair will be good for hair.

7.______________The way to injure hair the least when pressing, is to use a soft press.

8.______________One should not press a patron's hair if she has a scalp injury.

9.______________A good hair-pressing treatment is harmful to hair.

10.______________You can tell wiry hair by its glossy look and feel.

11.______________Coarse, kinky hair is the most difficult to press.

12.______________Overly permanently waved hair can be temporarily straightened by iron pressing.

13.______________Fine, wooly hair has the smallest diameter.

14.______________Hair texture is determined by feel and sight.

15.______________You need a much hotter pressing comb to press fine, wooly hair.

16.______________Hair and scalp must be in good condition before you give a patron a pressing treatment.

17.______________You can use more heat when pressing coarse, overly curly hair.

18.______________The qualities of wiry hair make it easy to press.

19. ____________ Fine, wooly hair usually lacks the medulla layer.

20. ____________ In order to give a more successful hair-pressing treatment, it is best to use the greatest possible pressure and heat.

21. ____________ A scalp treatment should be recommended for dry and damaged hair before giving hair-pressing treatments.

22. ____________ A pressing comb with less heat, not quite hot enough, will press hair better.

23. ____________ After hair is pressed, its thickness remains the same.

24. ____________ If hair is burned close to the scalp, it cannot be reconditioned.

25. ____________ The use of a large amount of pressing oil gives a more natural look.

Underline the correct answer:

26. When hair is marcel-waved close to the head, it will result in a curl:
    a. close to the head.
    b. loose and soft
    c. away from the head
    d. uncontrolled

27. Marcel-iron temperature is tested:
    a. by smell
    b. on hair strand
    c. on wax paper
    d. on a piece of white paper

28. Accidental burns are treated with:
    a. alcohol
    b. ice water
    c. peroxide
    d. 1% gentian violet jelly

29. Coarse hair requires more heat because:
    a. it has no medulla
    b. it has a small diameter
    c. it has a large diameter
    d. it is more relaxed

30. Frequent hair pressing can cause:
    a. hair breakage
    b. excessive dryness
    c. hypertrichosis
    d. limp hair

31. When pressing tinted or lightened hair, use:
    a. no heat
    b. more heat
    c. moderate heat
    d. intense heat

32. The use of too hot a comb will make the hair:
    a. become dry
    b. lose color
    c. become limp
    d. burn

33. Properly pressed hair will:
    a. not absorb moisture
    b. accept some moisture without being affected
    c. be affected by moisture
    d. not be affected by moisture

34. Applying too much pressing oil causes:
    a. a greasy look c. a dry scalp
    b. a natural look d. lightening of the hair

35. Smoking when pressing can be avoided by:
    a. less oil in pressing c. more oil
    b. more heat d. no oil

36. Improper shampooing will make hair appear:
    a. glossy c. dull
    b. fluffy d. lively

37. White or lightened hair requires irons that are:
    a. very cold c. steaming hot
    b. lukewarm d. Lightened hair cannot be pressed.

38. Pressing treatments between shampoos are called:
    a. reconditioning treatments c. scalp treatments
    b. touch-ups d. patch test

39. Proper iron temperature is determined by:
    a. texture and condition of hair c. size of heaters
    b. operator's resistance to heat d. type of iron

40. Hair that is burned in marcelling can be reconditioned:
    a. easily c. not at all
    b. with peroxide d. with conditioning oil

41. Ends with a fish-hook are caused by:
    a. curl that starts too low c. too hot an iron
    b. too cool an iron d. ends of hair not caught in the irons

Use some of these words to fill in the spaces:

poker
density
thermal
porosity
sculpture
coarse
extensibility
texture
fine and wooly
croquignole
wiry and curly
elasticity

42. The ability of the hair to stretch and return to its normal length is called ____________________.

43. What type of hair can stand moist heat when marcelled? ____________________.

44. A curl wrapped from the end to the scalp is called ____________________.

45. ____________________ waving is another name for marcel waving.

46. The ability of the hair to absorb moisture is called ____________________.

47. _______________curls are hanging curls, which are in great favor with children.

48. The type of hair which is most resistant to hair pressing is____________________________.

49. Hair___________________is the degree of coarseness or fineness of the hair.

50. ______________________is the ability of hair to be stretched.

TEST 1-1.2.3

Answer Sheet

Completion:

1. deodorant
2. personal
3. Hygiene
4. exercise
5. disease
6. antiseptic
7. good health
8. uncleanliness
9. community
10. fallen arches
11. sanitation
12. Personality
13. Complexion
14. emotions
15. circulation

True or False:

16. False
17. False
18. True
19. True
20. True
21. False
22. True
23. True
24. False
25. True

Multiple choice:

26. d. soap
27. b. antiseptic
28. c. deodorant
29. c. contagious disease
30. b. hope
31. a. each day
32. b. six months
33. d. each patron
34. b. balanced diet
35. a. public hygiene
36. c. control of disease
37. b. can laugh at herself
38. c. disease
39. d. toward the back of the chair
40. a. disease
41. c. on the floor
42. b. inexcusable
43. b. chases patrons away
44. b. considered unethical
45. b. lack of culture
46. c. discourteous
47. b. 70% alcohol
48. c. has a contagious disease
49. c. be washable
50. d. look well groomed

TEST I-1.3.1

Answer Sheet

Multiple choice:

1. c. cells
2. b. gross structure of the body
3. a. nucleus
4. a. certain microscopic plants
5. a. humans

Completion:

6. two
7. oxygen
8. anabolism and catabolism
9. thyroid gland
10. protoplasm
11. cytoplasm
12. histology
13. systems
14. organ
15. nine

True or False:

16. False
17. False
18. True
19. True
20. False
21. True
22. False
23. False
24. False
25. False

TEST I-1.3.3

Answer Sheet

Completion:

1. 14
2. joint
3. myology
4. skeletal
5. three
6. Bone
7. Cancellous
8. compact
9. Synovial
10. cartilage
11. ligaments
12. Marrow
13. Periosteum
14. Voluntary
15. Involuntary
16. Cardiac
17. striated
18. nonstriated
19. origin
20. body

True or False:

21. False
22. True
23. False
24. False
25. False
26. True
27. False
28. False
29. True
30. True
31. False
32. False
33. True
34. True
35. False
36. True
37. False
38. True
39. False
40. True

Matching Numbers

41. 42 located higher
42. 44 at an angle
43. 49 bending
44. 50 that which expands
45. 41 before or in front of
46. 47 that which lifts
47. 46 nearest to the center
48. 43 located lower
49. 48 pertaining to the middle
50. 45 that which presses down

TEST I- 1.3.4

Answer Sheet

Completion:

1. Neurology
2. neuron
3. cell body
4. cell processes
5. afferent
6. efferent
7. Mixed
8. central
9. peripheral
10. autonomic
11. cerebellum
12. cerebrum
13. sympathetic
14. cerebrum
15. nerves
16. lower
17. reflex action
18. fatigue
19. synapse
20. autonomic or sympathic

True or False

21. True
22. True
23. False
24. True
25. True

TEST I-1.3.7

Answer Sheet

Completion

1. pericardium
2. auricle
3. Arteries
4. Capillaries
5. Veins
6. pulmonary
7. systemic
8. Blood
9. Plasma
10. erythrocytes
11. leucocytes
12. red
13. white
14. clotting
15. thrombocytes
16. skin
17. aorta
18. Arteries
19. Veins
20. pulmonary arteries
21. valves
22. Angiology
23. ventricles
24. Lymph
25. pulmonary veins

TEST I-1.3.9

Answer Sheet

Completion

1. endocrine system
2. hormones
3. bloodstream
4. blood
5. nervous system
6. duct glands
7. ductless
8. endocrine
9. duct
10. ductless
11. stress
12. thyroid gland
13. excretory system
14. skin
15. pituitary gland

True or False

16. True
17. True
18. True
19. False
20. False
21. True
22 True
23. True
24. False
25. False

TEST I-1.3.11

Answer Sheet

True or False

1. True
2. False
3. True
4. True
5. False
6. False
7. True
8. False
9. True
10. False
11. True
12. False
13. False
14. True
15. False
16. True
17. True
18. False
19. True
20. False

Multiple choice

21. b. mouth
22. c. esophagus
23. c. wind pipe
24. d. oxygen
25. a. one to two quarts

TEST I-2.1.3

Answer Sheet

True or False

1. False
2. False
3. False
4. False
5. False
6. False
7. True
8. False
9. True
10. False
11. True
12. True
13. False
14. False

Completion

15. ultraviolet rays
16. Saprophytes
17. Diplococci
18. flagella(cilia)
19. spore
20. protoplasm
21. Staphylococci
22. sterilization
23. Bacteriology
24. harmful
25. sterile
26. spirilla

Multiple choice

27. c. bacteria
28. c. dirty
29. b. disease
30. b. pathogenic
31. c. warm, moist places
32. a. a microscope
33. a. circle or ball
34. c. rod
35. b. corkscrew
36. a. two daughter cells
37. b. pathogenic bacteria
38. c. lockjaw
39. d. sepsis
40. c. pus
41. b. local infection
42. a. poisonous substance
43. c. transmitted from one person to another
44. b. soiled hands
45. a. living things
46. c. immunity
47. b. acquired immunity
48. b. saprophytes
49. c. human disease carrier
50. d. infection

TEST I-2.2.6

Answer Sheet

Multiple choice

1. d. destroys harmful and beneficial bacteria
2. d. boiling in water
3. d. germicidal solution
4. d. 70% alcohol
5. c. formaldehyde
6. c. a disinfectant
7. d. chemical disinfectants
8. a. wet sanitizer
9. a. cleaned with soap and water
10. b. an active fumigant
11. b. disinfectant
12. c. labeled properly
13. a. formaldehyde fumes
14. c. disinfectant solution
15. c. 70% alcohol
16. d. disinfectant solution
17. b. odorless
18. d. short contact time
19. b. quats
20. b. 1:1000 solution
21. b. 8 oz.
22. a. for public hygiene
23. c. in a closed cabinet
24. c. in a closed dry sanitizer
25. b. before and after each treatment

True or False

26. True
27. True
28. True
29. False
30. True
31. True
32. False
33. False
34. True
35. False
36. False
37. True
38. False
39. False
40. True
41. True
42. True
43. False
44. True
45. True
46. False
47. False
48. True
49. False
50. False

TEST I-3.2.3

Answer Sheet

Multiple choice

1. d. elastic and flexible
2. d. moist and soft
3. c. palms
4. d. epidermis
5. c. epidermis

True or False

6. True
7. False
8. True
9. False
10. True
11. True
12. True
13. True
14. False
15. False
16. True
17. True
18. True
19. True
20. True

Multiple choice

21. c. melanin
22. c. stratum corneum
23. b. callouses
24. c. stratum corneum
25. b. epidermis
26. b. stratum corneum
27. c. stratum germinativum
28. a. stratum germinativum
29. c. true skin
30. c. dermis
31. a. dermis
32. c. papillary layer
33. a. reticular layer
34. a. subcutaneous tissue
35. b. dermis
36. d. sebaceous glands
37. c. lubrication
38. b. palms
39. b. very slight
40. d. Help the blood to circulate
41. c. sweat
42. c. waste products
43. a. pores
44. c. sebum
45. a. nervous system
46. b. 98.6 degrees
47. b. nerve supply
48. c. sweat glands
49. b. pliable
50. b. adipose tissue

TEST I-3.2.8

Answer Sheet

Completion

1. Dermatology
2. dermatologist
3. trichology
4. diagnosis
5. prognosis
6. pathology
7. symptom
8. objective
9. subjective
10. Inflammation
11. allergy
12. chronic
13. acute
14. comedo
15. Milia
16. Alopecia
17. Canities
18. hirsuties
19. Albinism
20. disorder

True or False

21. True
22. False
23. False
24. False
25. True
26. True
27. True
28. False
29. True
30. True

Matching Numbers

31. 35 blackheads
32. 37 foul-smelling perspiration
33. 32 ringworm
34. 33 gray hair
35. 38 lack of perspiration
36. 31 loss of hair
37. 40 wart
38. 34 dandruff
39. 36 whiteheads
40. 39 animal parasite

Multiple choice

41. b. congenital
42. c. parasitic
43. a. psoriasis
44. a. alpoecia areata
45. b. alopecia senilis
46. d. occupational disorder
47. a. dry dandruff
48. b. oil
49. d. pustule
50. b. vesicle

TEST I-3.4.3

Answer Sheet

Multiple choice

1. c. trichology
2. b. scalp
3. c. flat shape
4. a. protection and adornment
5. a. round shape
6. b. keratin
7. a. oval shape
8. d. hair follicle
9. a. papilla
10. c. blood vessels
11. c. beyond the skin
12. c. papilla
13. b. outermost layer
14. b. fine hair
15. c. center layer

True or False

16. True
17. False
18. False
19. True
20. False
21. True
22. False
23. True
24. False
25. True
26. True
27. False
28. True
29. True
30. False

Completion

31. 4-5
32. porosity
33. papilla
34. 1/2
35. sebaceous glands
36. elasticity
37. Stream
38. melanin
39. medulla
40. Hypertrichosis

True or False

41. True
42. False
43. False
44. False
45. False
46. False
47. True
48. False
49. False
50. True

TEST I-4.7.1

Answer Sheet

Completion

1. curl
2. stem
3. circle
4. base
5. width
6. mobility
7. reverse
8. counterclockwise
9. shaping
10. triangular
11. cascade
12. Roller curls
13. slicing
14. under-directed
15. over-directed
16. croquinole
17. skip wave
18. ridge curls
19. Water
20. Lotion

Multiple choice

21. d. a good set
22. a. a loose set
23. d. molding
24. b. base
25. c. clockwise curl
26. d. counterclockwise curl
27. a. indentation
28. b. ridge
29. b. sculpture curl
30. c. slicing

True or False

31. True
32. True
33. False
34. False
35. False
36. True
37. True
38. False
39. False
40. True

Matching Numbers

41. 46 balanced; equal on both sides
42. 44 lariat curl
43. 49 part of curl near scalp
44. 41 round-the-post curl
45. 48 part of curl between base and circle
46. 50 shaping
47. 47 part of curl starting at arc of pincurl
48. 42 positioning in predetermined location
49. 45 alternating fingerwaves and curls
50. 43 curl placed behind ridge

TEST I-5.1.3

Answer Sheet

Multiple choice

1. c. skin
2. b. 1/8 inch per month
3. c. pink
4. a. cuticle
5. d. keratin
6. a. mantle
7. c. matrix
8. d. nail bed
9. b. nail bed
10. c. perionychium
11. b. hyponychium
12. c. eponychium

Matching Numbers

13. 16 white spots
14. 18 split or brittle nails
15. 17 bitten nails
16. 20 thin, white over-flexible nails
17. 22 shedding of nails
18. 14 wasting away of the nail
19. 24 abnormal thickening of nail
20. 19 split cuticles
21. 13 wavy ridges
22. 23 swelling of the nails
23. 25 infection of tissues surrounding the nail
24. 21 ingrown nails
25. 15 forward growth of the cuticle

True or False

26. True
27. False
28. False
29. False
30. True
31. True
32. False
33. True
34. False
35. True
36. True
37. True
38. False
39. True
40. True
41. True
42. False
43. True
44. True
45. True
46. False
47. False
48. True
49. True
50. True

TEST I-5.4.1

Answer Sheet

Completion

1. fingers
2. wrists
3. palm
4. humerus
5. upper arm
6. carpal bones
7. forearm
8. forearm
9. thumb
10. phalanges

Multiple choice

11. b. clavicle and scapula
12. d. little-finger side of forearm
13. a. open the hand
14. d. bend the fingers
15. c. little-finger side of arm
16. a. brachial artery
17. d. 14
18. c. upper arm
19. b. separate the fingers
20. d. sensory and motor nerves

True or False

21. False
22. False
23. True
24. False
25. False

TEST I-5.5.6

Answer Sheet

Completion

1. Manicuring
2. finger bowl
3. nail file
4. emery board
5. buffer
6. Tweezers
7. pusher
8. acetone
9. Cuticle cream
10. nail strengtheners
11. pumice
12. alcohol
13. quats
14. enamels
15. hydrogen peroxide
16. solvent
17. sealer
18. base coat
19. nipper
20. Cotton

Multiple choice

21. b. after each use
22. c. cleansed and sanitized
23. a. an antiseptic
24. a. corner to center
25. b. over the base coat
26. a. nail enamel
27. a. cuticle nipper
28. d. soap bath
29. d. smooth ridges
30. c. base coat
31. d. week
32. b. alcohol jar sanitizer
33. c. free edge of nails
34. d. root
35. c. powdered alum
36. a. regular manicuring
37. a. hands
38. a. an oil manicure
39. d. shape of the fingers
40. d. liquid soap
41. b. repair split nails
42. a. cuticle cream

True or False

43. True
44. False
45. True
46. True
47. True
48. False
49. True
50. True

TEST I-6.2.1

Answer Sheet

True or False

1. False
2. True
3. True
4. False
5. True
6. False
7. True
8. True
9. False
10. True
11. True
12. True
13. True
14. True
15. False
16. True
17. True
18. False
19. True
20. False
21. True
22. False
23. True
24. True
25. False

Multiple choice

26. a. close to the head
27. d. on a piece of white paper
28. d. 1% gentian violet jelly
29. c. it has a large diameter
30. a. hair breakage
31. c. moderate heat
32. d. burn
33. c. be affected by moisture
34. a. a greasy look
35. a. less oil in pressing
36. c. dull
37. b. lukewarm
38. b. touch-ups
39. a. texture and condition of hair
40. c. not at all
41. d. ends of hair not caught in the irons

Completion

42. elasticity
43. Coarse
44. croquinole
45. Thermal
46. porosity
47. Poker
48. wiry and curly
49. texture
50. Extensibility

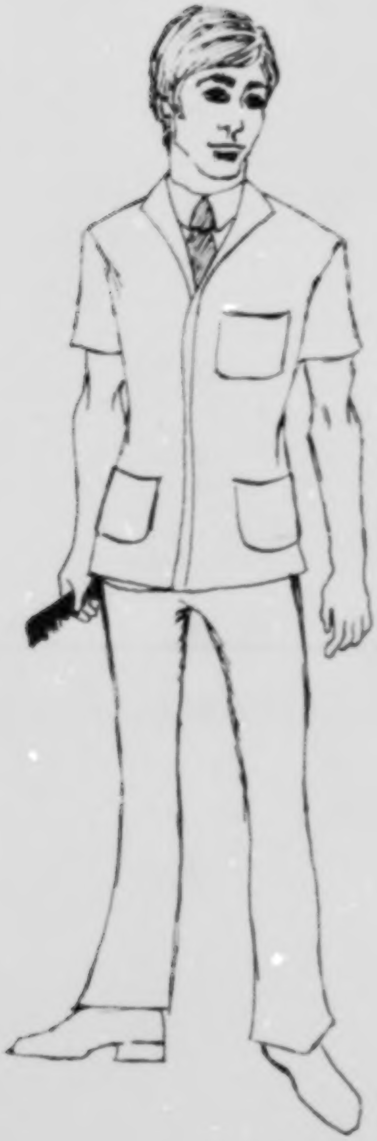
TRANSPARENCIES

I-1.2.2.a	The Well Groomed Individual (Male)
I-1.2.2.b	The Well Groomed Individual (Female)
I-1.3.1.a	Cell Structure
I-1.3.1.b	Mitosis
I-1.3.1.c	Kinds of Tissues
I-1.3.1.d	Organs of the Body
I-1.3.2.a	The Skeletal System
I-1.3.2.b	Composition of Bone
I-1.3.2.c	Joint of Bone
I-1.3.3.a	Types of Muscle Cells
I-1.3.3.b	Muscle Opposition
I-1.3.3.c	Muscle Contraction
I-1.3.4.a	The Nervous System
I-1.3.4.b	Nerve Reflex
I-1.3.4.c	The Brain
I-1.3.4.d	Neuron
I-1.3.4.e	Reflex Arc
I-1.3.4.f	The Autonomic Nervous System
I-1.3.5.a	The Systemic Circulatory System
I-1.3.5.b	The Pulmonary Circulatory System
I-1.3.6.a	Structure of the Heart
I-1.3.6.b	Circulation of the Blood Through the Heart
I-1.3.6.c	Blood Cells
I-1.3.7.a	The Kidneys, Their Size and Location
I-1.3.7.b	The Lungs, Their Size and Location
I-1.3.7.c	The Small Intestine, Its Size and Location
I-1.3.7.d	The Liver, Its Size and Location
I-1.3.9	The Excretory System
I-1.3.10	Lung Structure
I-1.3.11.a	The Digestive System
I-1.3.11.b	Junction of Stomach and Intestine
I-2.1.1.a	Types of Bacteria--Cocci
I-2.1.1.b	Types of Bacteria--Bacilli
I-2.1.1.c	Types of Bacteria--Spirilla
I-2.1.3.a	Bacteria of Common Communicable Diseases
I-2.1.3.b	Animal Parasite--Scabies Mite
I-2.1.3.c	Animal Parasite--Pediculus
I-2.2.2.a	Using 10% Active Ingredient To Obtain 1:1000 Strength Solution
I-2.2.2.b	Using 12½% Active Ingredient To Obtain 1:1000 Strength Solution
I-2.2.2.c	Using 15% Active Ingredient To Obtain 1:1000 Strength Solution
I-3.2.1.a	Skin Section Showing Oil Gland and Sweat Gland
I-3.2.1.b	Nerves of the Skin
I-3.2.2	Cross Section of Skin
I-3.2.4	Nomenclature of Diseases and Disorders
I-3.2.5.a	Primary Lesions of the Skin
I-3.2.5.b	Secondary Lesions of the Skin
I-3.3.1	Bones of the Cranium
I-3.3.2.a	Muscles of the Scalp
I-3.3.2.b	Muscles of the Neck
I-3.3.2.c	Muscles of the Back
I-3.4.1.a	Division of Hair
I-3.4.1.b	Replacement of Hair

TRANSPARENCIES (Cont'd.)

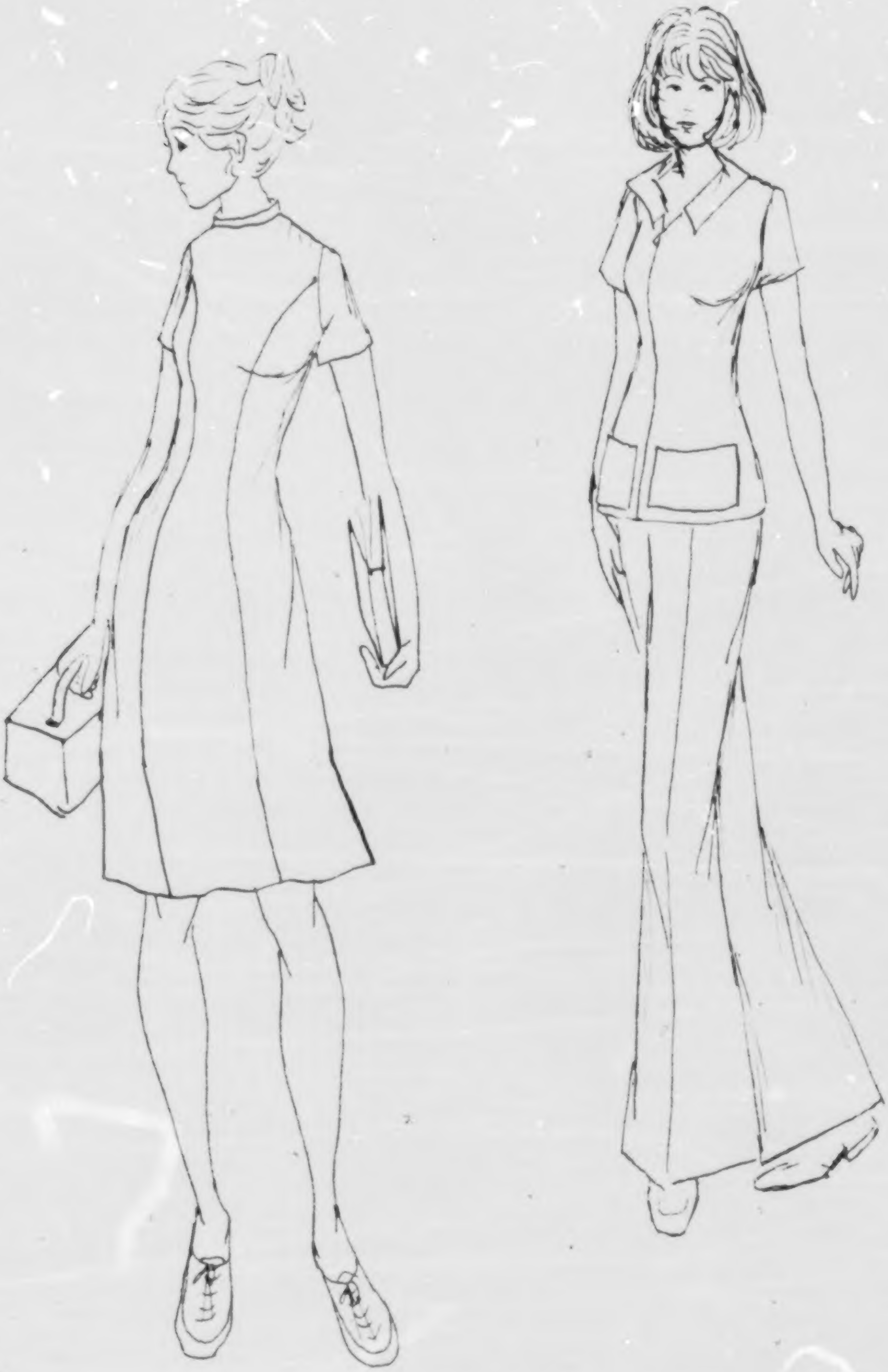
I-3.4.2.a	Hair Root
I-3.4.2.b	Cross Section of the Hair and Follicle
I-3.4.2.c	Arrector Pili Muscle
I-3.4.2.d	Sebaceous Gland
I-3.4.2.e	Hair and Follicle
I-3.5.1.a	Matter -- Liquid, Solid and Gas
I-3.5.1.b	Simple Elements
I-3.5.1.c	Compounds
I-3.5.1.d	The pH Scale
I-4.1.1.a	Terminology of Hair Styling
I-4.1.1.b	Terminology of Hair Styling
I-4.1.1.c	Parts of a Curl
I-4.1.1.d	Curl Mobility
I-4.1.3.a	Clockwise and Counterclockwise Curls
I-4.1.3.b	O'Clock Curls
I-4.2.1	Pincurl in Relation to Fingerwaving
I-4.2.2	Fingerwaving Back of Head
I-4.2.3	Set Using Fingerwave and Maypole Curls
I-4.4.3	Set for Waves Done With Pin Curls
I-4.5.3	Waves Done With Sculpture Curls-I
I-4.5.4	Waves Done With Sculpture Curls-II
I-4.5.5	The Semi-Standup Curl
I-4.5.6	Skip Wave
I-4.5.7	The Skip Wave Set
I-4.5.8	Waves Done With Sculpture Curls-III
I-4.5.9	Waves Done With Sculpture Curls-IV
I-4.6.1	How To Use a Roller
I-4.6.2	The Roller Set-I
I-4.6.3	The Roller Set-II
I-4.6.4	The Roller Set-III
I-4.7.1	Standup Curls
I-5.1.1.a	Principal Parts of the Nail
I-5.1.1.b	Component Parts of the Nail
I-5.1.2.a	Nail Irregularities
I-5.1.2.b	Nail Irregularities
I-5.1.2.c	Nail Irregularities
I-5.1.3.a	Pronounciation of Diseases of Nail
I-5.1.3.b	Diseases of the Nail
I-5.1.3.c	Diseases of the Nail
I-5.1.3.d	Diseases of the Nail
I-5.2.1.a	Bones of the Arm
I-5.2.1.b	Bones of Wrist
I-5.2.1.c	Bones of Hand
I-5.2.2	Nerves of the Arm and Hand
I-5.3.1	Muscles of Shoulders, Arms, & Hands
I-5.4.1.a	Veins of Arm & Hand
I-5.4.1.b	Arteries of Arm & Hand
I-5.5.1.a	Manicuring Implements
I-5.5.1.b	The Manicuring Table
I-5.5.2.a	The Beveled Nail
I-5.5.2.b	Shapes of Nails
I-5.5.4	How To Polish the Nails
I-6.3.5	Style I With an Iron
I-6.3.6	Style II With an Iron
I-6.3.7	Style III With an Iron

THE WELL GROOMED INDIVIDUAL (MALE)



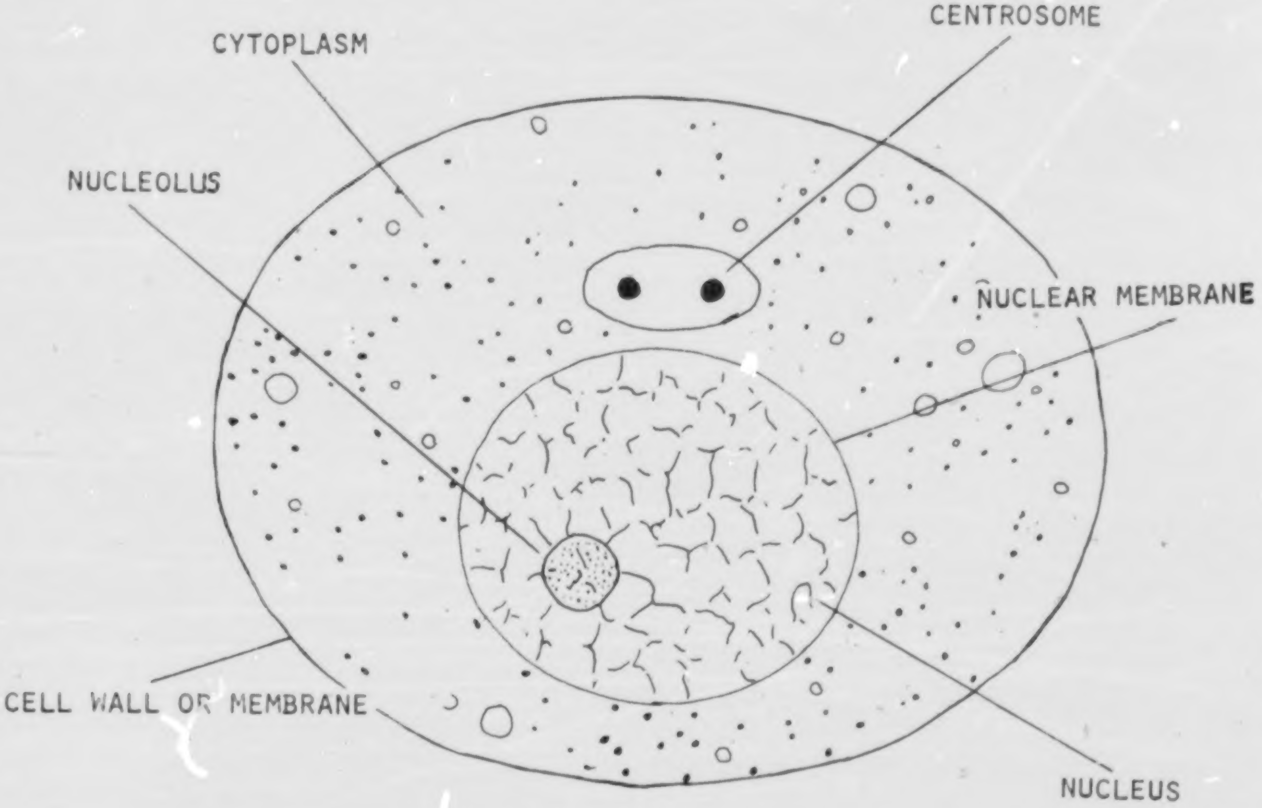
TRANSPARENCY I 1.2.2.A.

THE WELL GROOMED INDIVIDUAL (FEMALE)



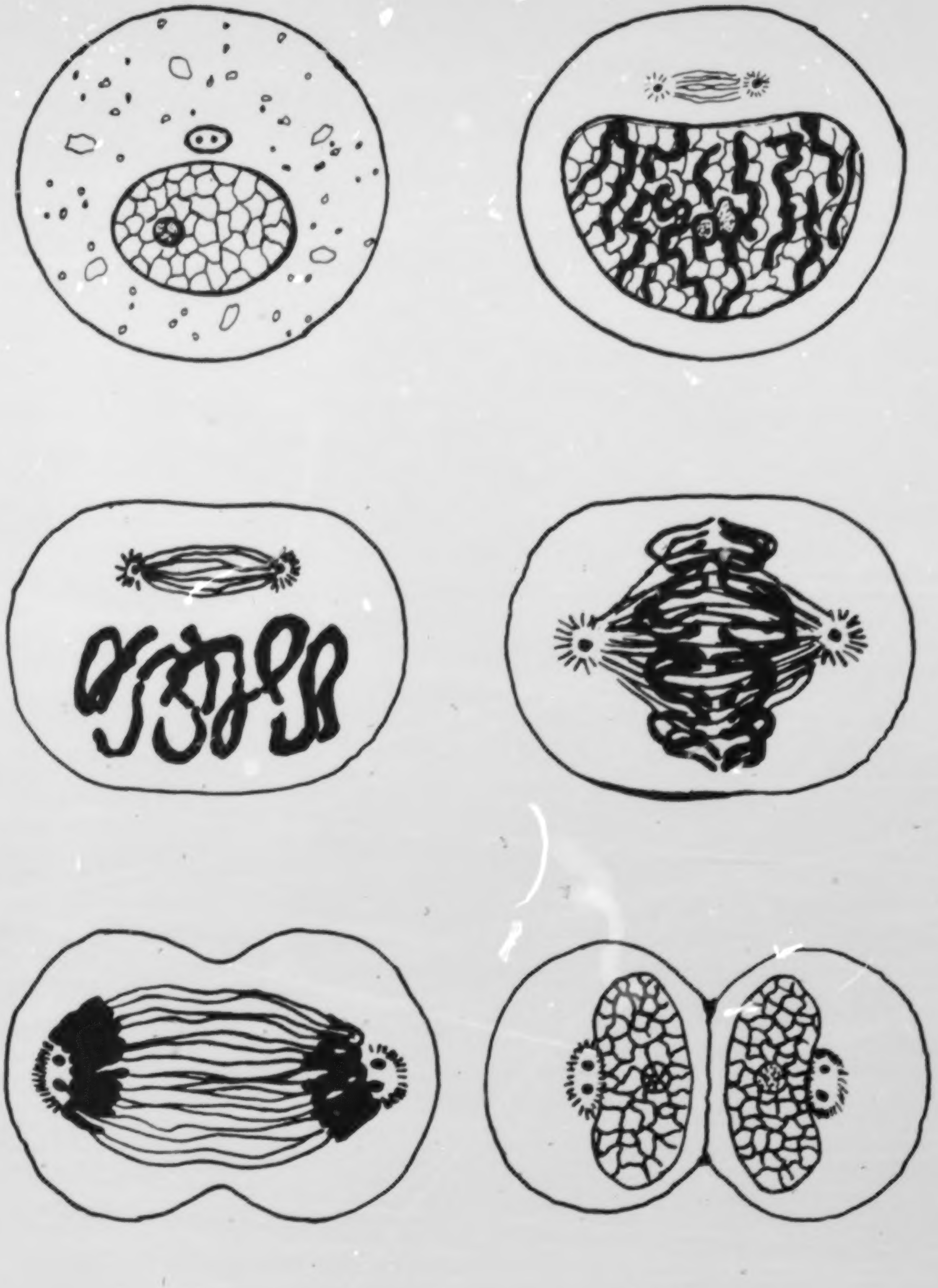
TRANSPARENCY I 1.2.2.B.

CELL STRUCTURE


CENTROSOME
CYTOPLASM
NUCLEOLUS
NUCLEAR MEMBRANE
CELL WALL OR MEMBRANE
NUCLEUS

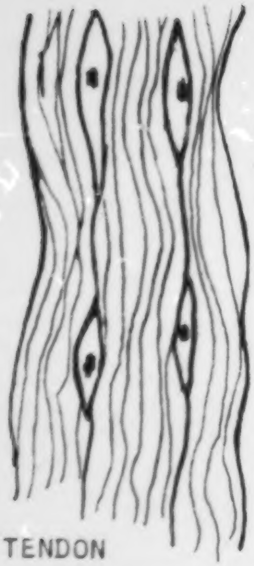
TRANSPARENCY I 1.3.1.A.

MITOSIS, CELL DIVISION

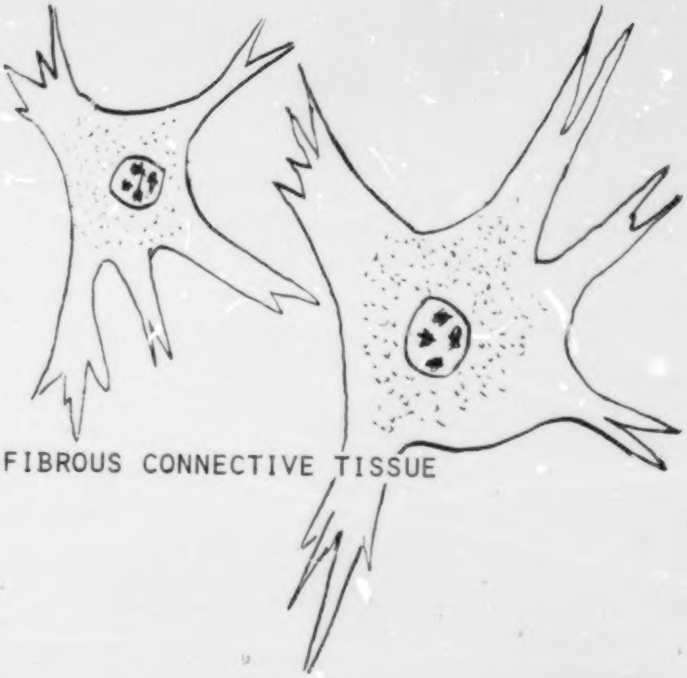


TRANSPARENCY I 1.3.1.B.

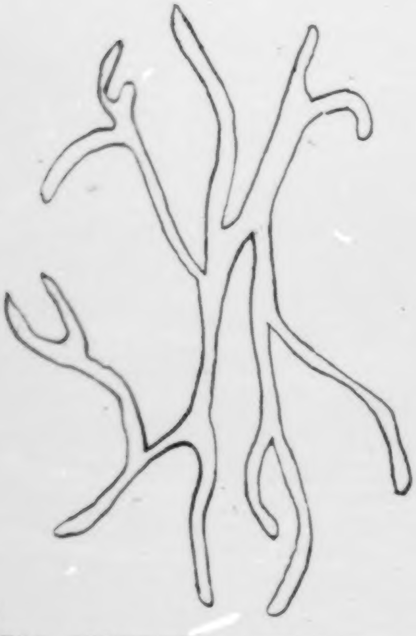
KINDS OF TISSUES



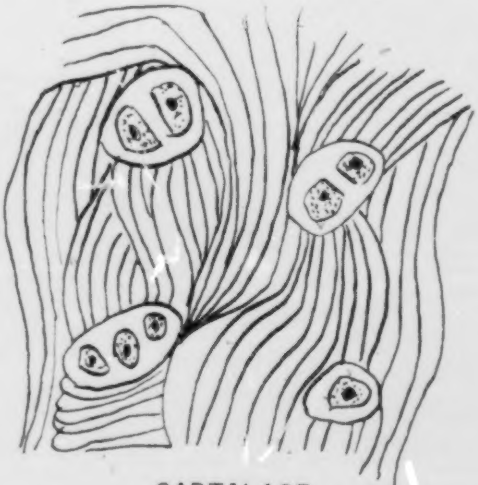
TENDON



FIBROUS CONNECTIVE TISSUE



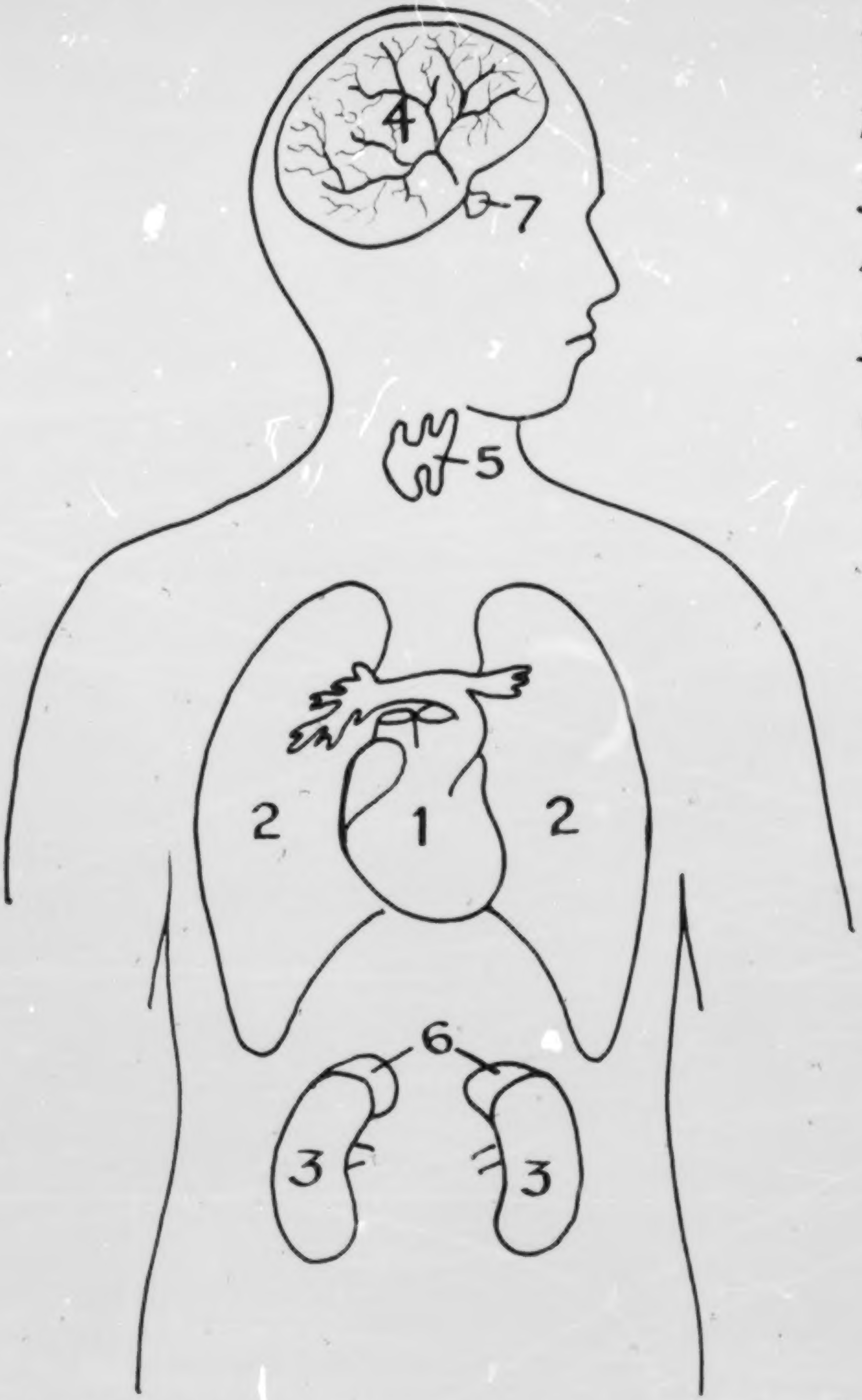
ELASTIC CONNECTIVE TISSUE



CARTILAGE

TRANSPARENCY I 1.3.1.c.

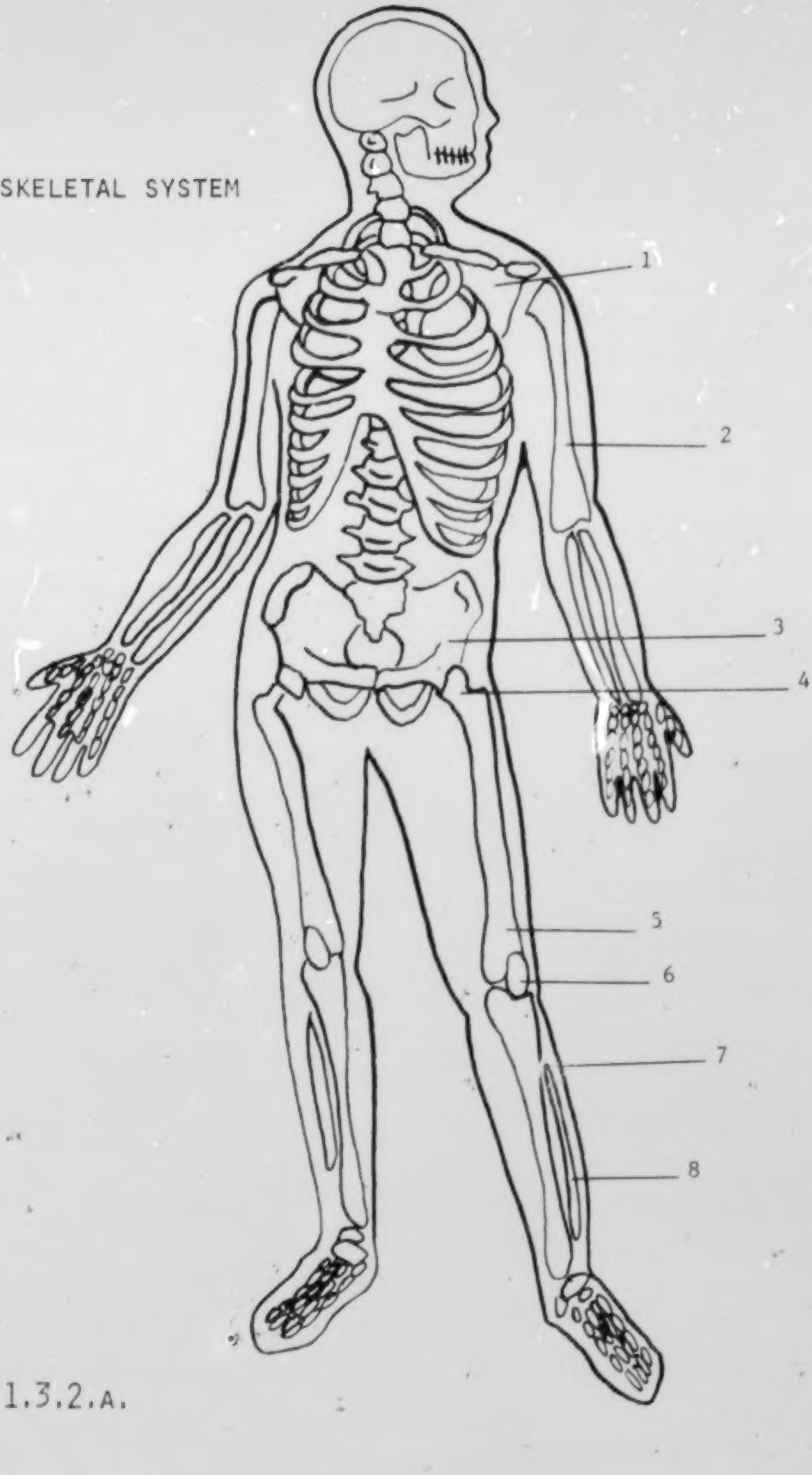
ORGANS OF THE BODY



1. HEART
2. LUNGS
3. KIDNEYS
4. BRAIN
5. THYROID
6. ADRENALS
7. PITUITARY

TRANSPARENCY I.1.3.1.d

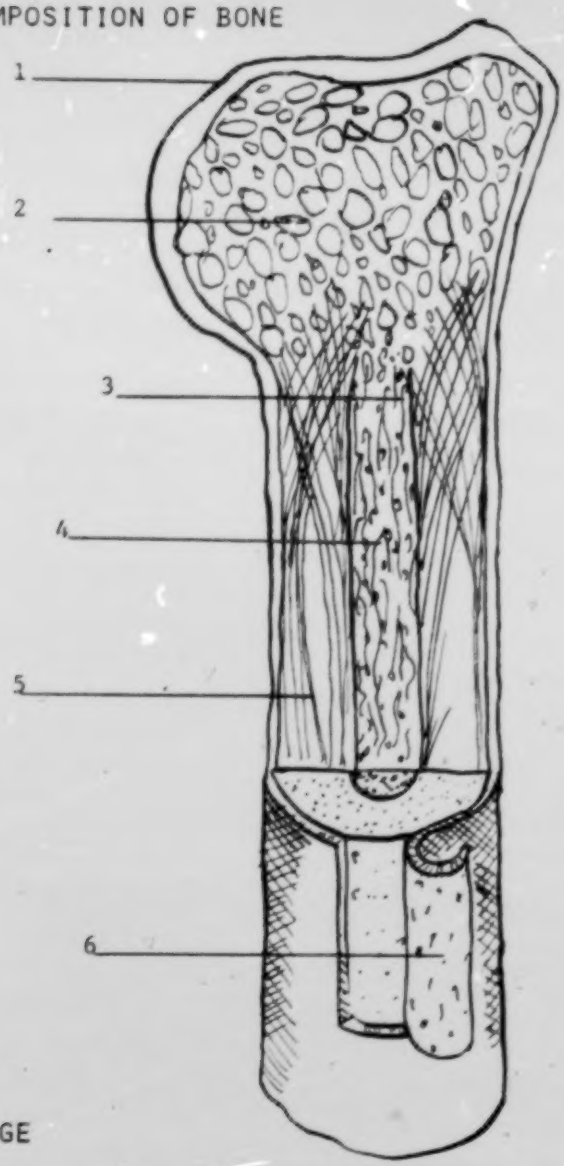
THE SKELETAL SYSTEM



1. SHOULDER BLADE
2. HUMERUS
3. PELVIS
4. ACETABULUM
5. FEMUR
6. KNEE CAP
7. TIBIA
8. FIBULA

TRANSPARENCY I 1.3.2.A.

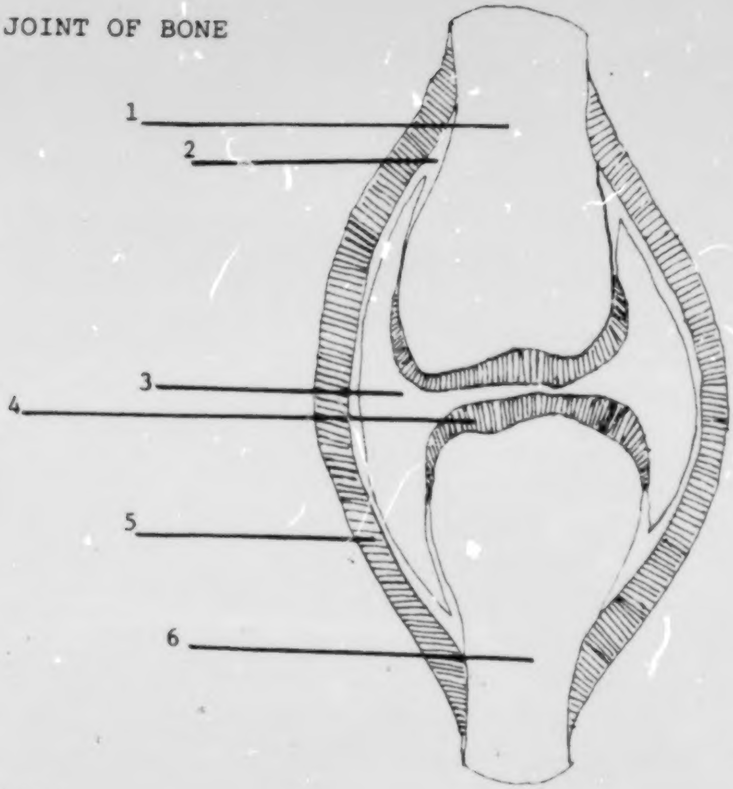
THE COMPOSITION OF BONE



1. ENDS COVERED WITH CARTILAGE
2. SPONGY TISSUE
3. MARROW
4. MEDULLARY CAVITY
5. COMPACT TISSUE
6. PERIOSTEUM

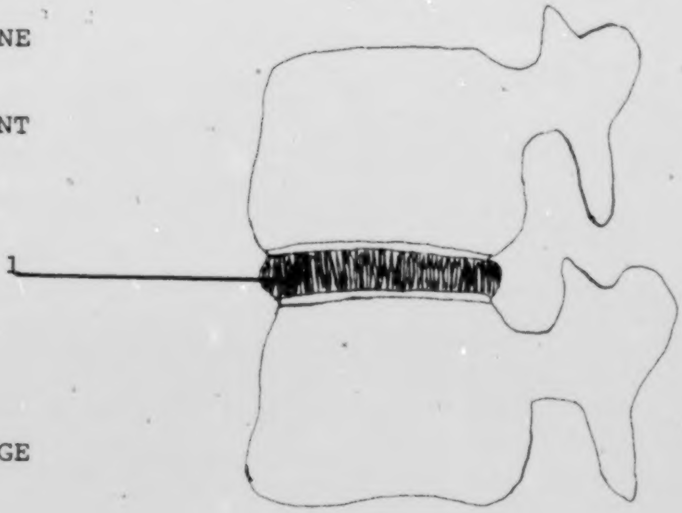
TRANSPARENCY I 1.3.2.B.

JOINT OF BONE



SYNOVIAL JOINT

1. BONE
2. SYNOVIAL MEMBRANE
3. SYNOVIAL FLUID
4. CARTILAGE
5. CAPSULAR LIGAMENT
6. BONE



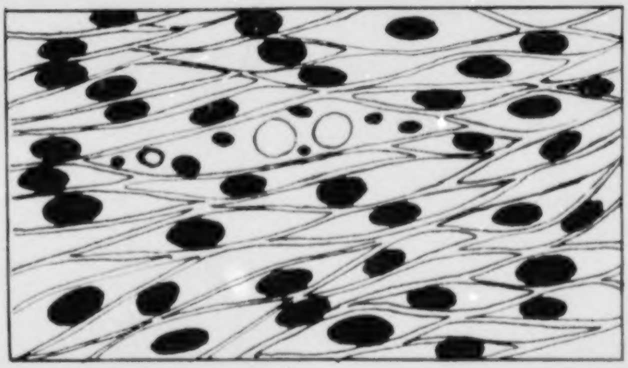
PLANE JOINT

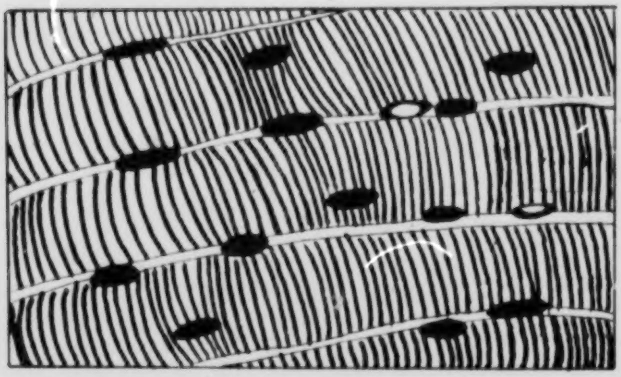
1. DISC OF CARTILAGE

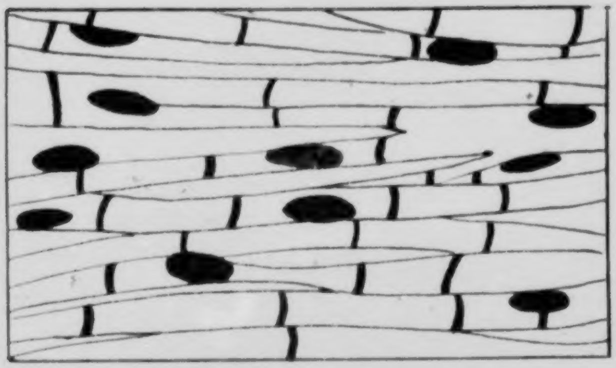
A PLANE JOINT OCCURS WHERE TWO FLAT SURFACES GLIDE OVER EACH OTHER, FOR EXAMPLE - AT THE WRIST AND IN THE SPINE.

TRANSPARENCY I-1.3.2.c

TYPES OF MUSCLE CELLS

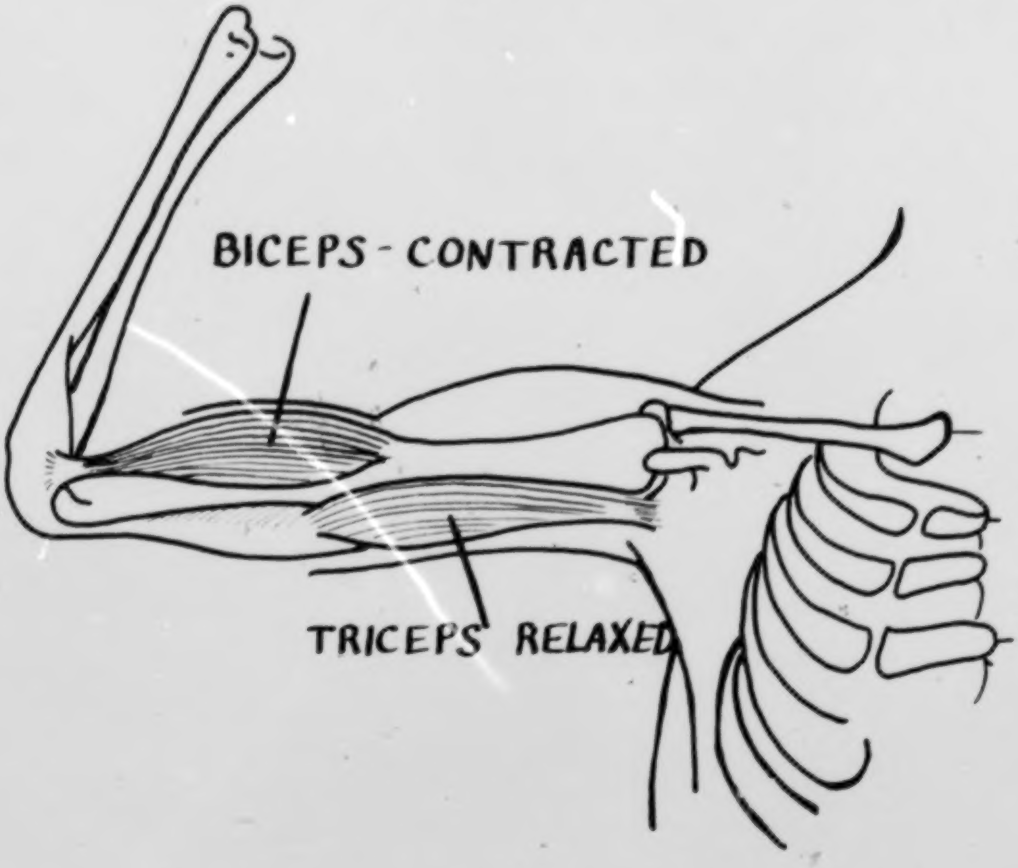






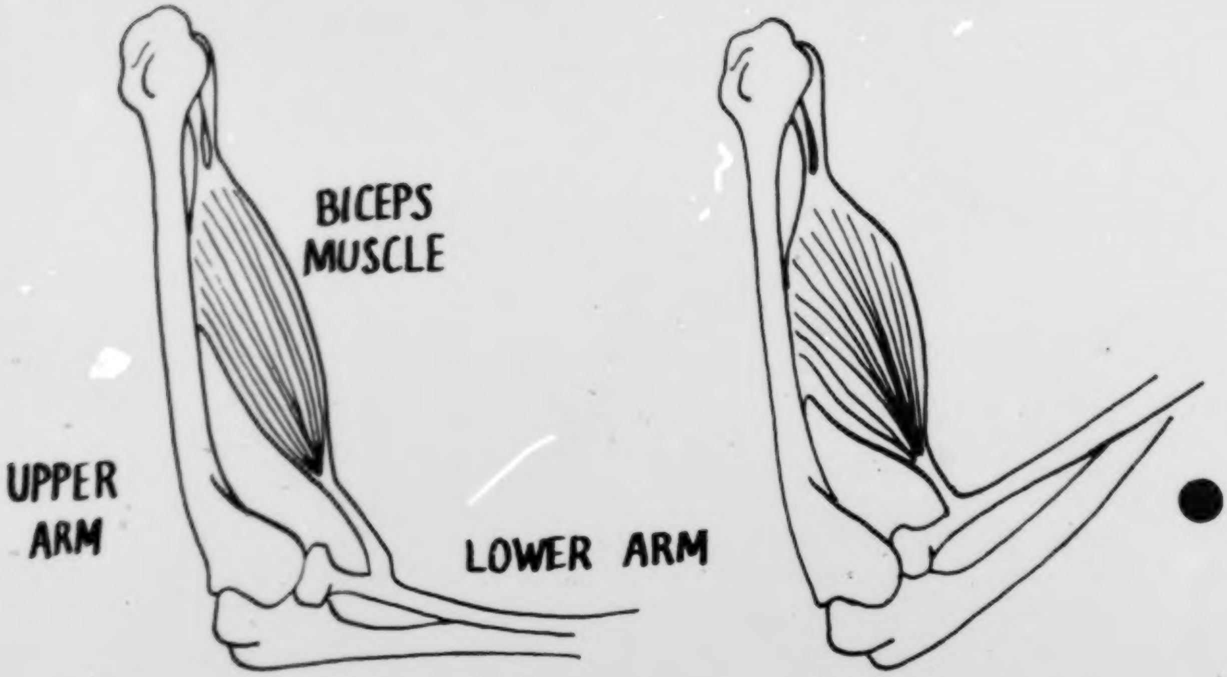
TRANSPARENCY I 1.3.3.A.

MUSCLE OPPOSITION


BICEPS - CONTRACTED
TRICEPS RELAXED

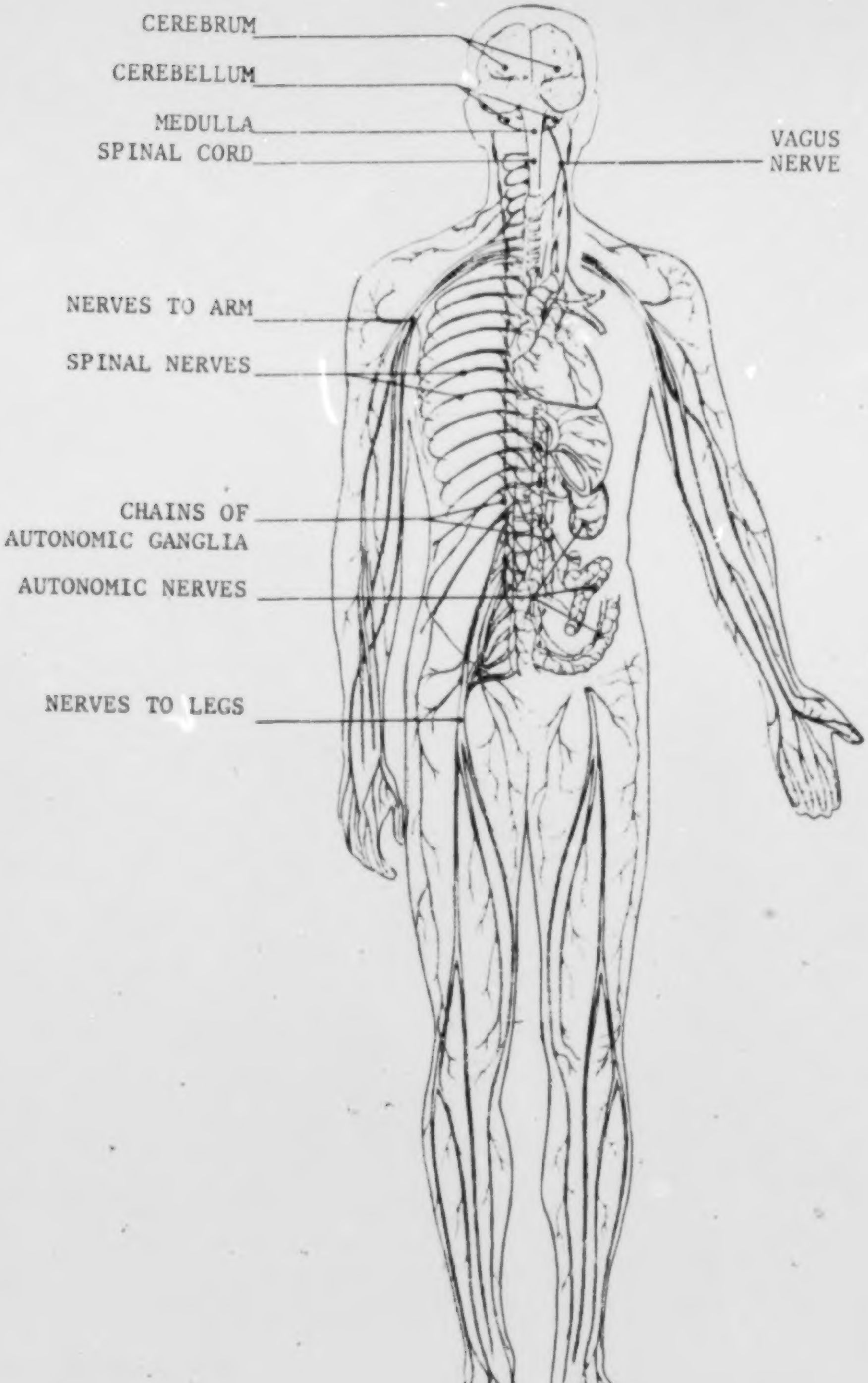
TRANSPARENCY I.1.3.3.b

MUSCULAR CONTRACTION

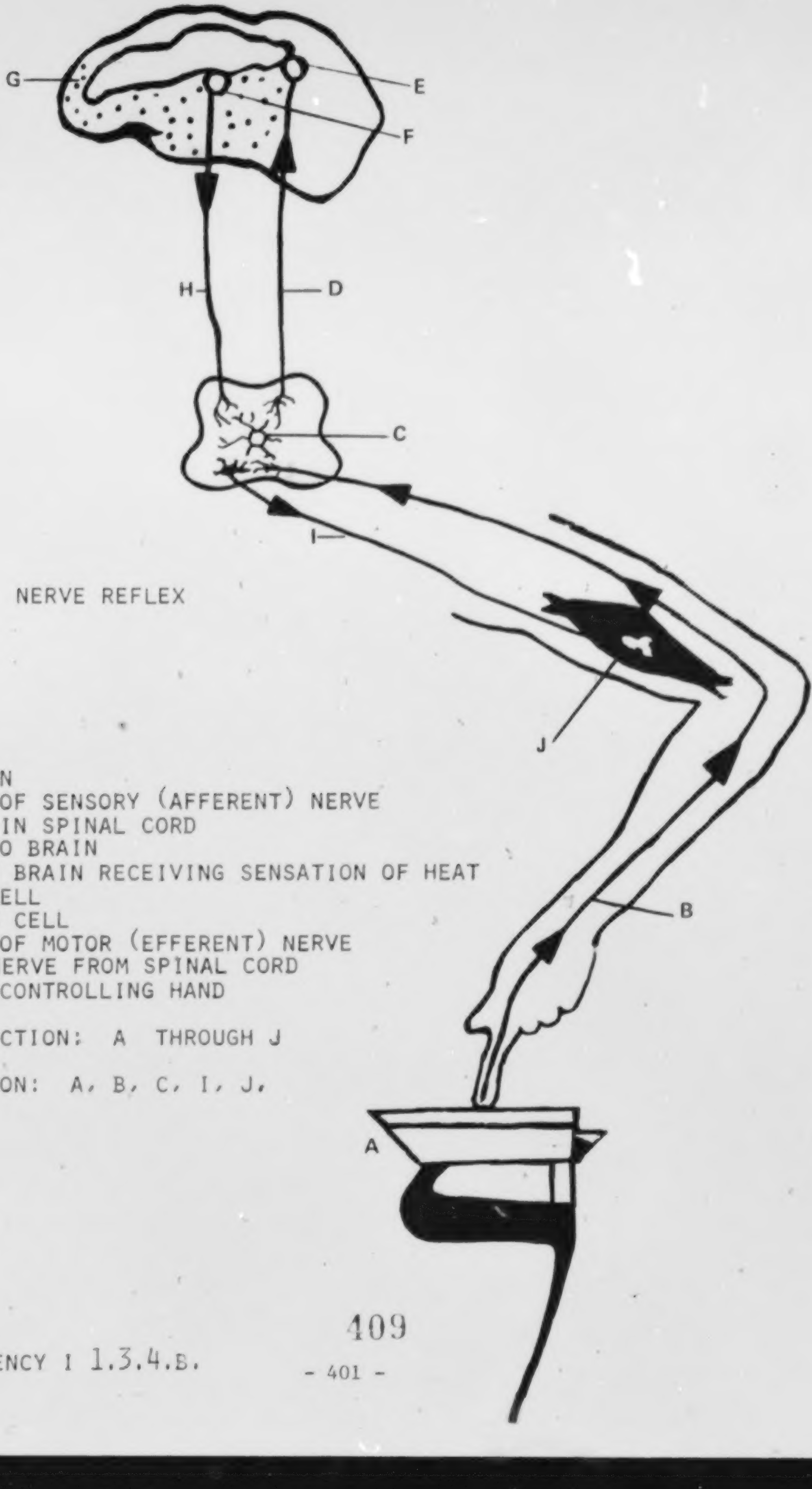

BICEPS MUSCLE
UPPER ARM
LOWER ARM

Transparency I 1.3.3.c

THE NERVOUS SYSTEM


CEREBRUM
CEREBELLUM
MEDULLA
SPINAL CORD
VAGUS NERVE
NERVES TO ARM
SPINAL NERVES
CHAINS OF AUTONOMIC GANGLIA
AUTONOMIC NERVES
NERVES TO LEGS

TRANSPARENCY I 1.3.4.A.



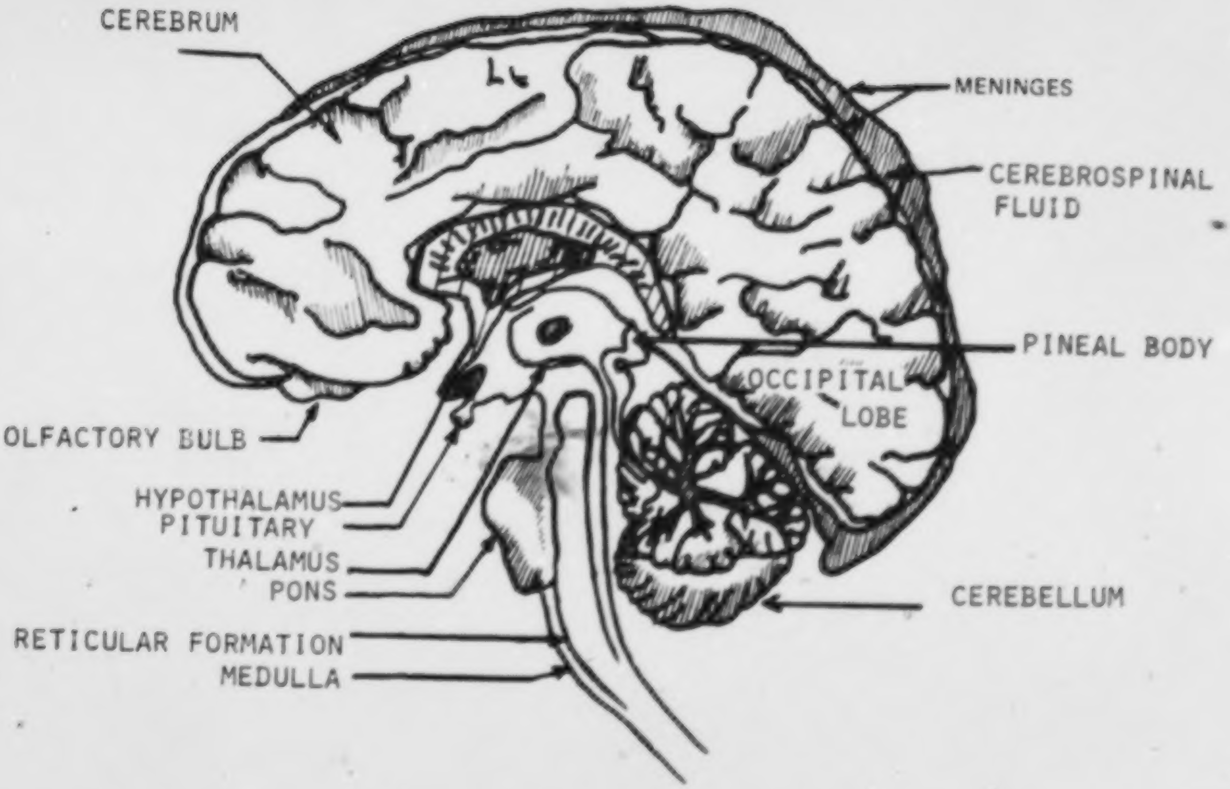
NERVE REFLEX

A. HOT IRON
B. COURSE OF SENSORY (AFFERENT) NERVE
C. NEURON IN SPINAL CORD
D. NERVE TO BRAIN
E. CELL IN BRAIN RECEIVING SENSATION OF HEAT
F. MOTOR CELL
G. THOUGHT CELL
H. COURSE OF MOTOR (EFFERENT) NERVE
I. MOTOR NERVE FROM SPINAL CORD
J. MUSCLE CONTROLLING HAND

CONSCIOUS ACTION: A THROUGH J

REFLEX ACTION: A, B, C, I, J.

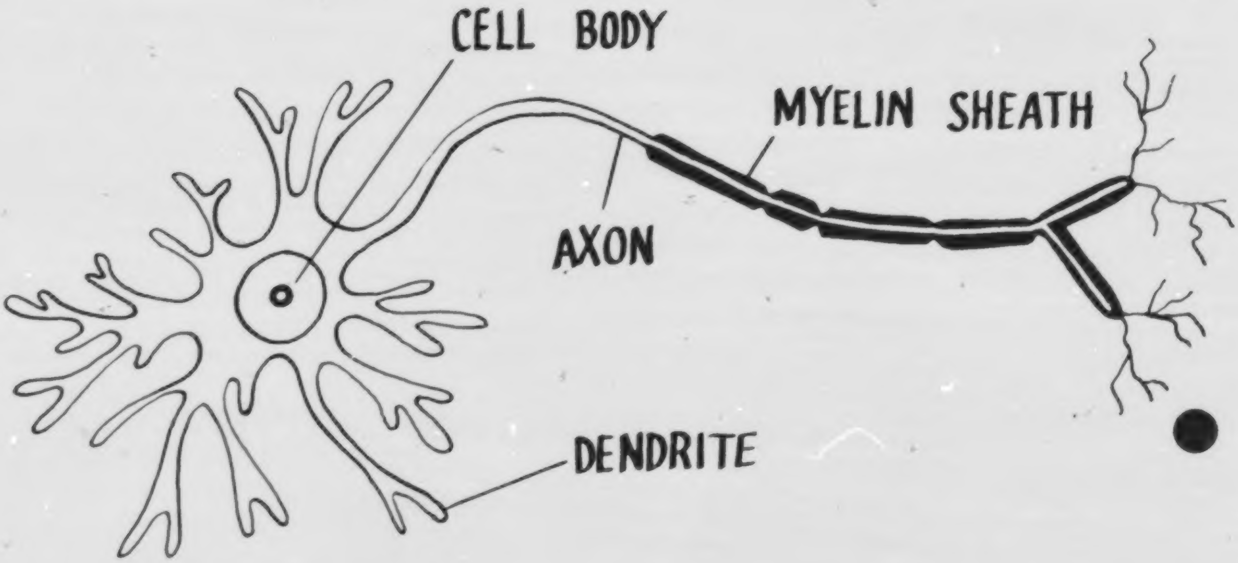
TRANSPARENCY I 1.3.4.B.


CEREBRUM
MENINGES
CEREBROSPINAL FLUID
PINEAL BODY
OCCIPITAL LOBE
OLFACTORY BULB
HYPOTHALAMUS
PITUITARY
THALAMUS
PONS
CEREBELLUM
RETICULAR FORMATION
MEDULLA

THE BRAIN

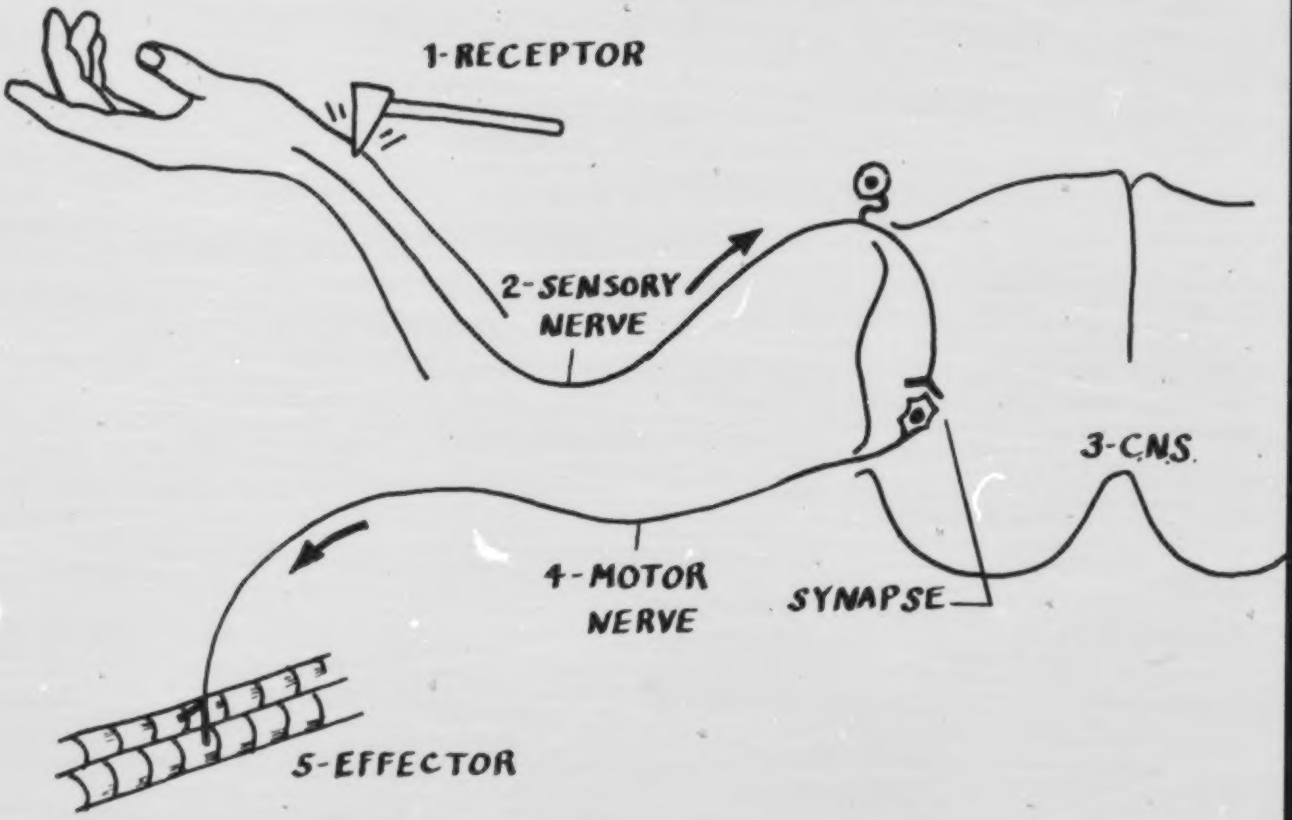
TRANSPARENCY I 1.3.4.c.

NEURON


CELL BODY
MYELIN SHEATH
AXON
DENDRITE

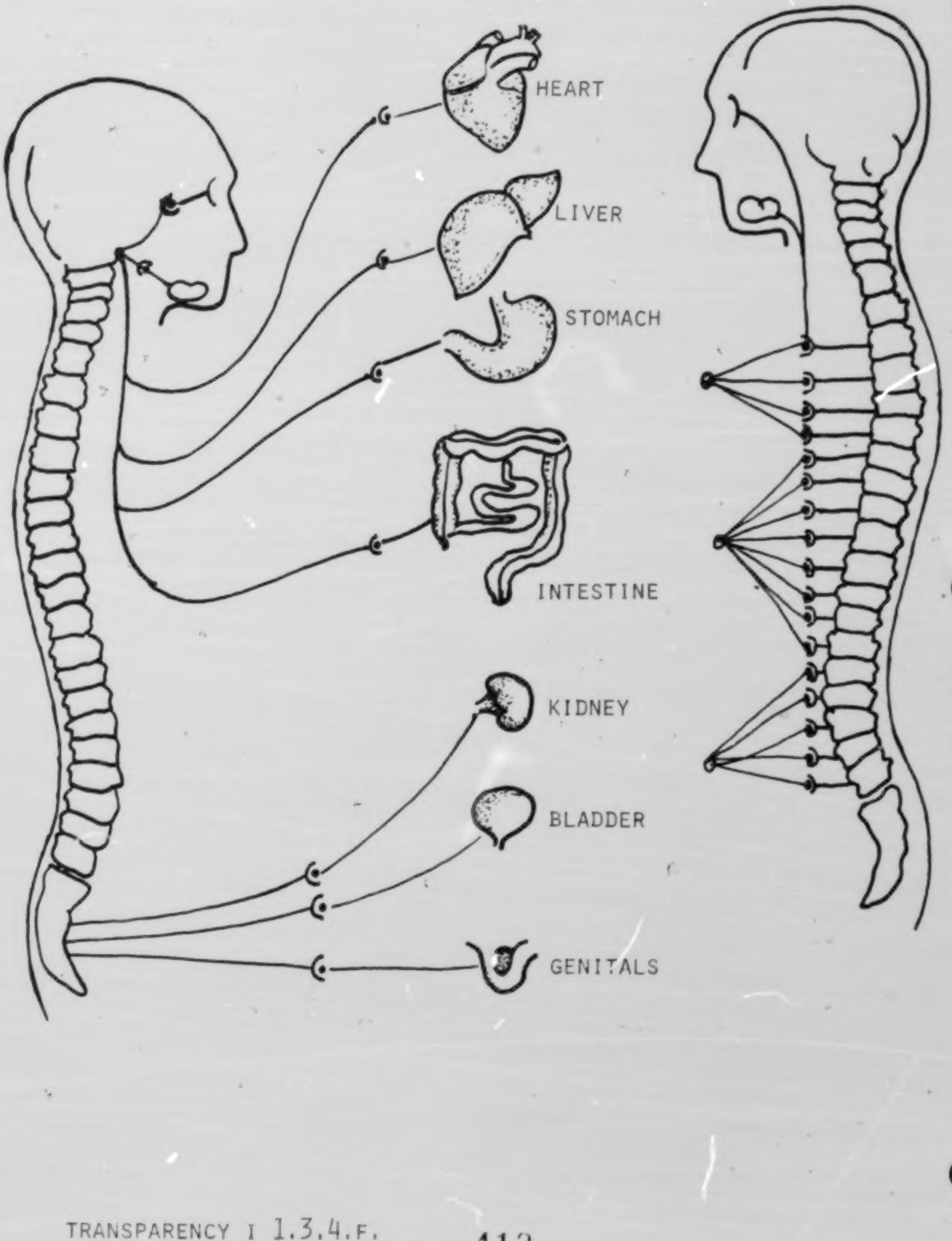
Transparency I 1.3.4.d

REFLEX ARC


1-RECEPTOR
2-SENSORY NERVE
3-CNS.
SYNAPSE
4-MOTOR NERVE
5-EFFECTOR

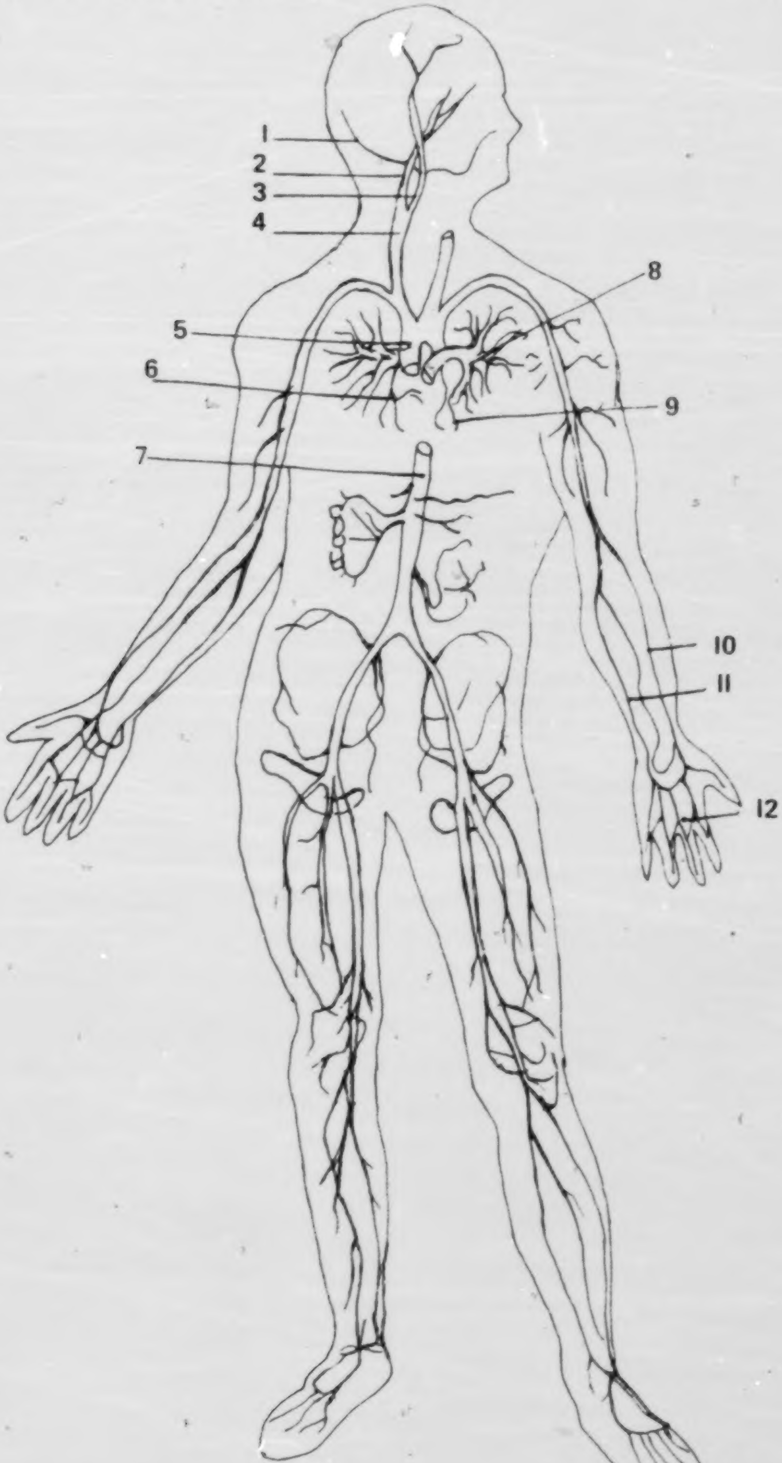
TRANSPARENCY I 1.3.4.e

THE AUTONOMIC NERVOUS SYSTEM


HEART
LIVER
STOMACH
INTESTINE
KIDNEY
BLADDER
GENITALS

TRANSPARENCY I 1.3.4.F.

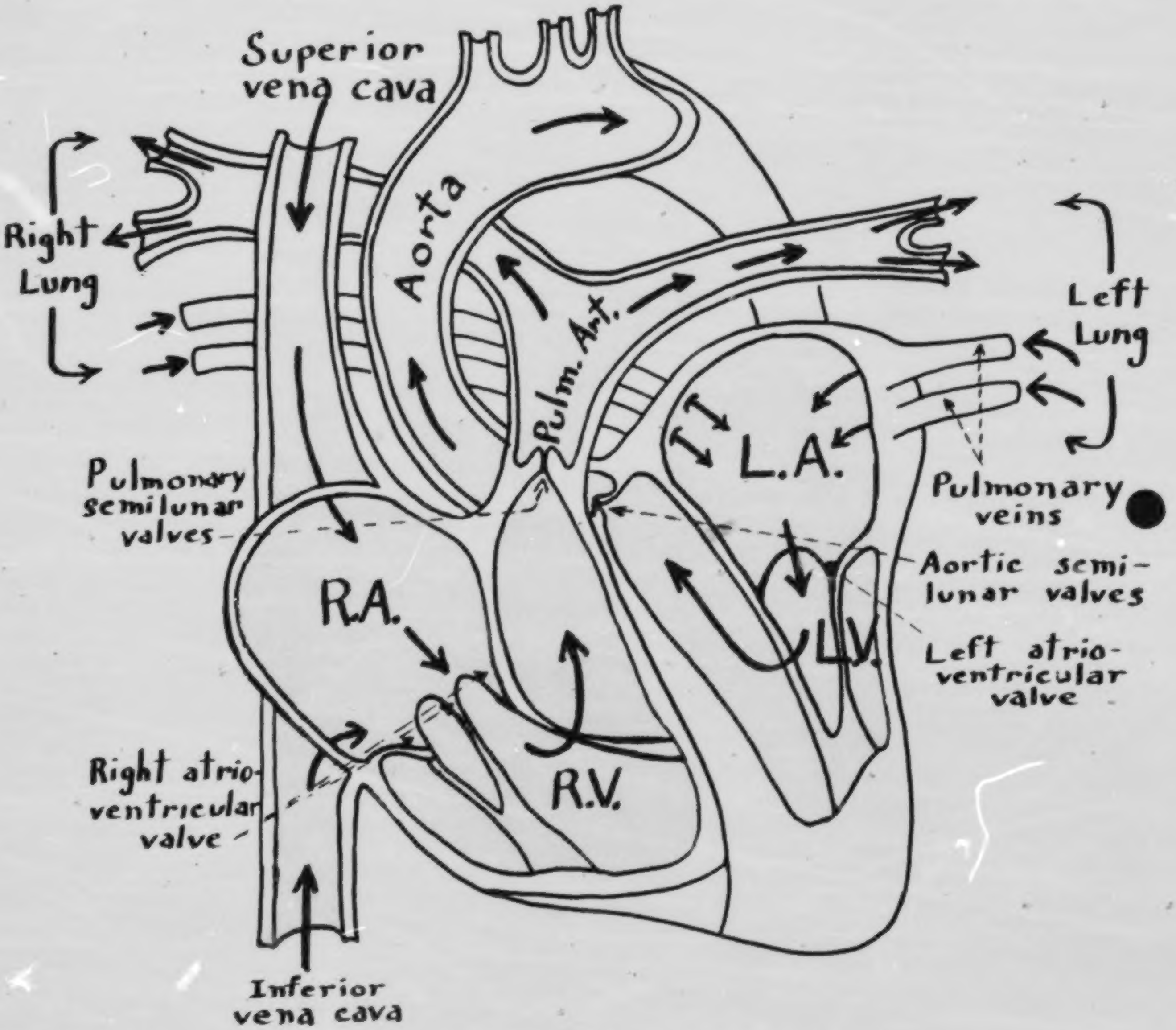
THE SYSTEMIC CIRCULATORY SYSTEM



1. OCCIPITAL
2. INTERNAL CAROTID
3. EXTERNAL CAROTID
4. COMMON CAROTID
5. ARCH OF AORTA
6. RIGHT CORONARY
7. AORTA
8. PULMONARY
9. LEFT CORONARY
10. RADIAL
11. ULNAR
12. DIGITAL

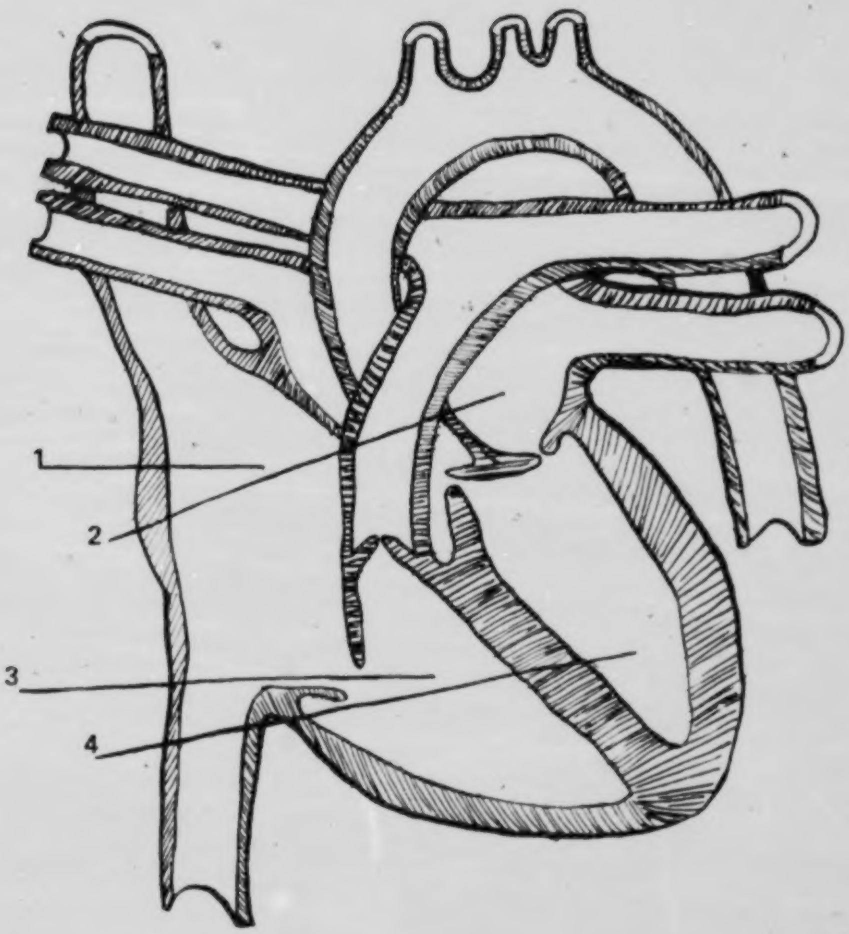
TRANSPARENCY I 1.3.5.A.

THE PULMONARY CIRCULATORY SYSTEM


Superior vena cava
Right Lung
Aorta
Pulm. Art.
Left Lung
Pulmonary semilunar valves
L.A.
Pulmonary veins
Aortic semilunar valves
R.A.
L.V.
Left atrioventricular valve
Right atrioventricular valve
R.V.
Inferior vena cava

TRANSPARENCY I 1.3.5.b

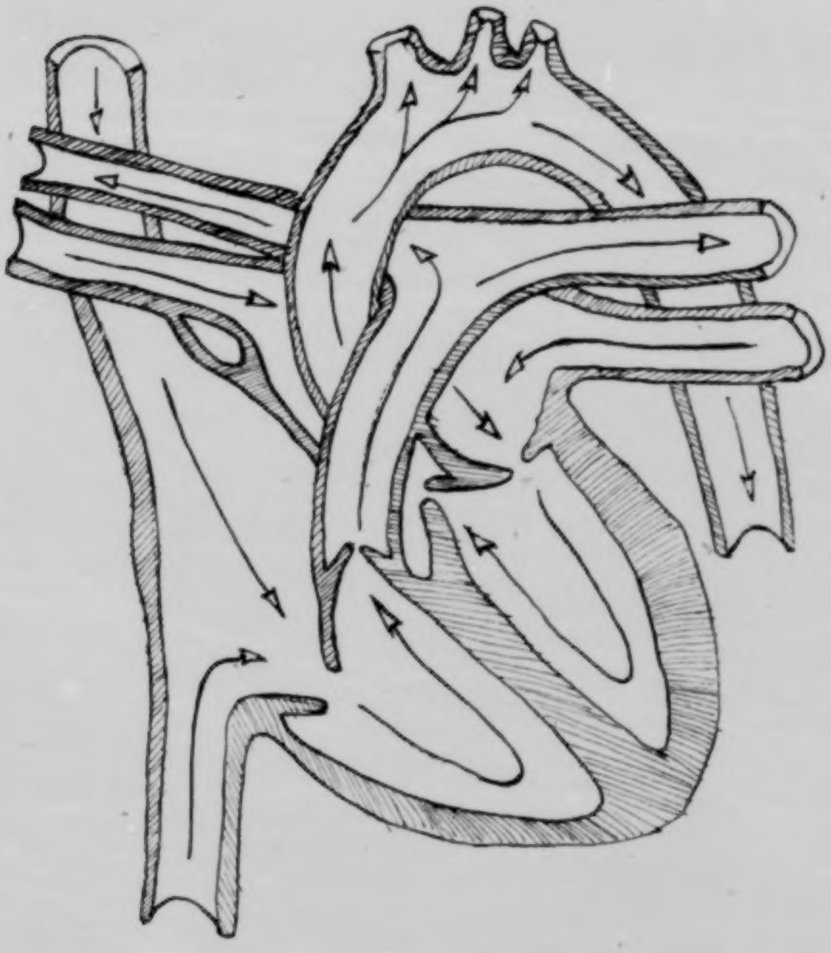
STRUCTURE OF THE HEART



1. RIGHT AURICLE
2. LEFT AURICLE
3. RIGHT VENTRICLE
4. LEFT VENTRICLE

TRANSPARENCY I 1.3.6.A.

CIRCULATION OF THE BLOOD THROUGH THE HEART

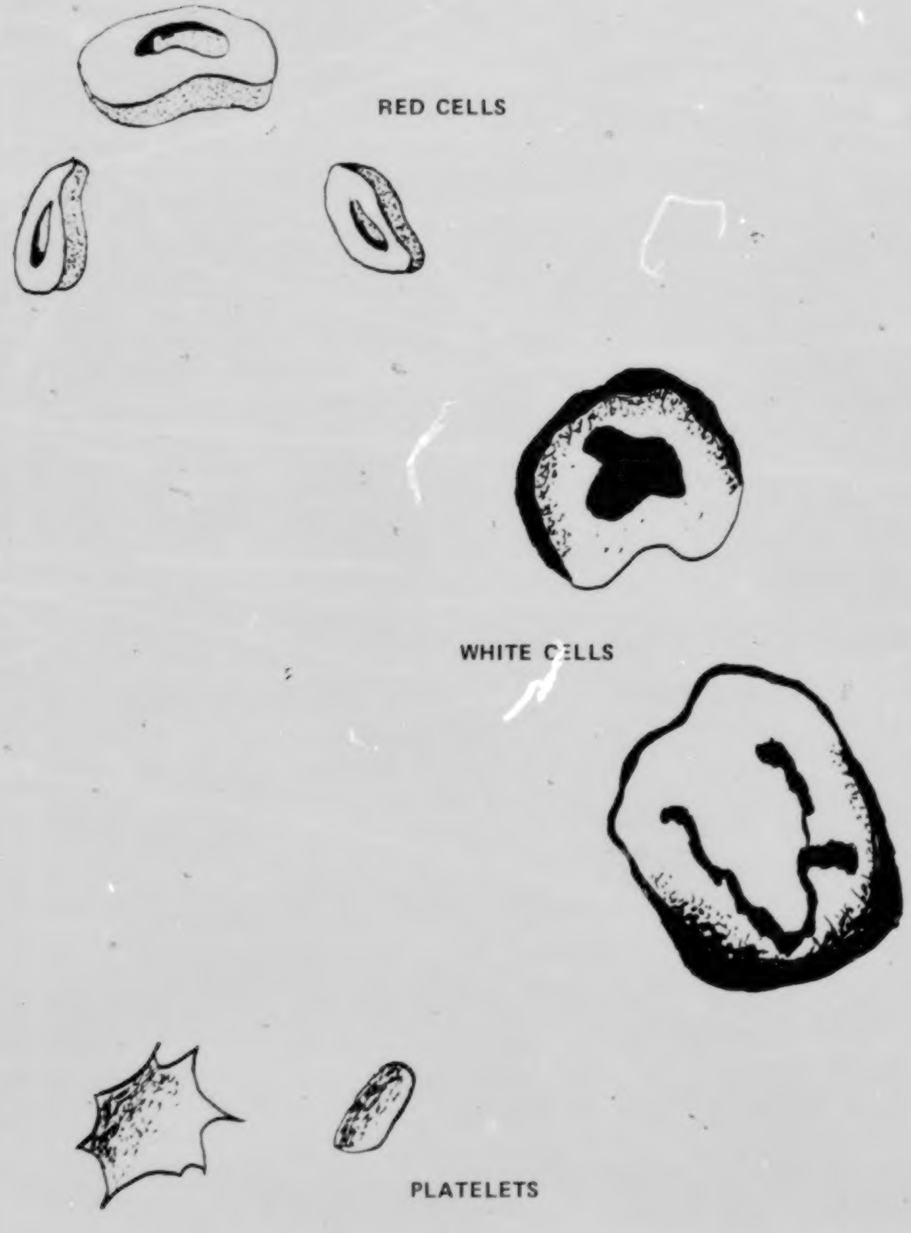


TRANSPARENCY I 1.3.6.B.

417

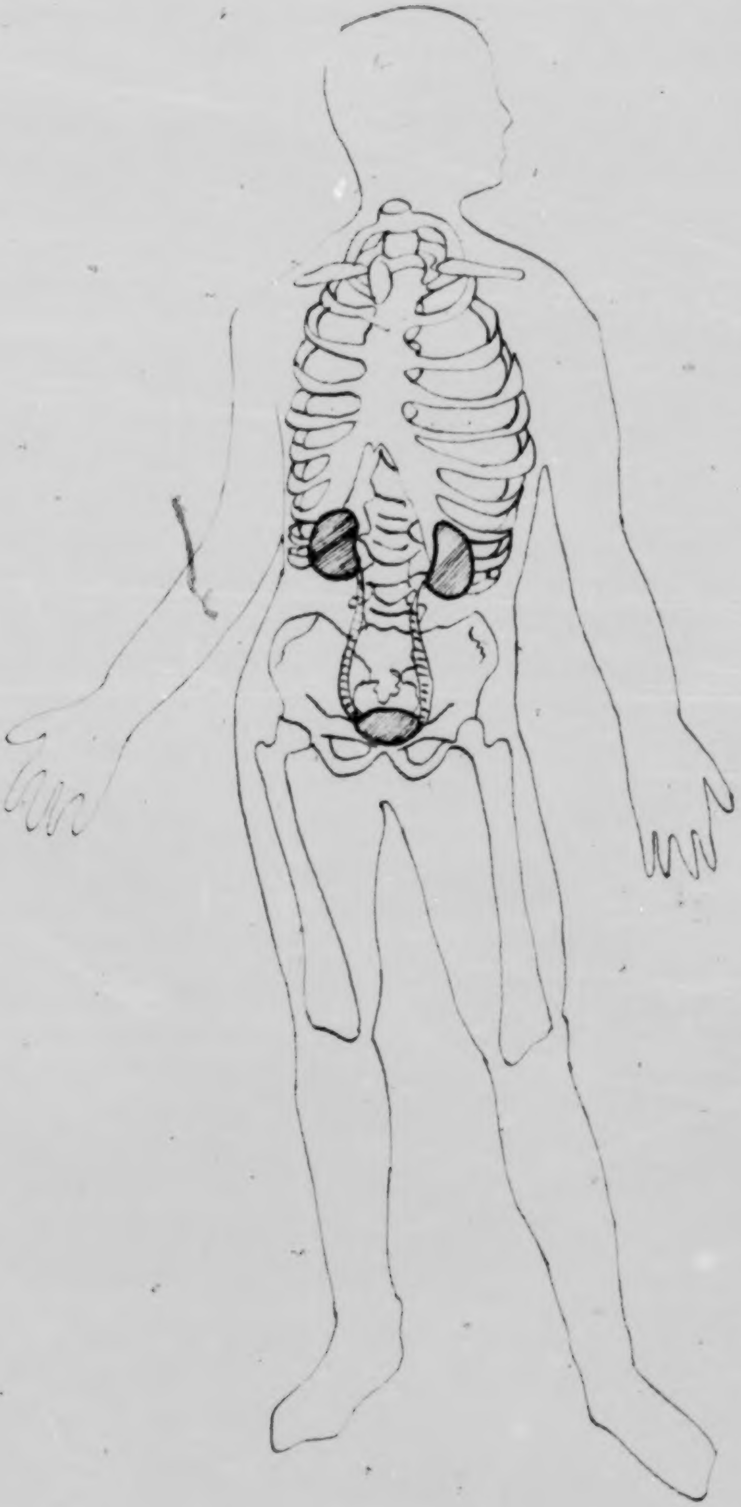
S.M.C.

BLOOD CELLS


RED CELLS
WHITE CELLS
PLATELETS

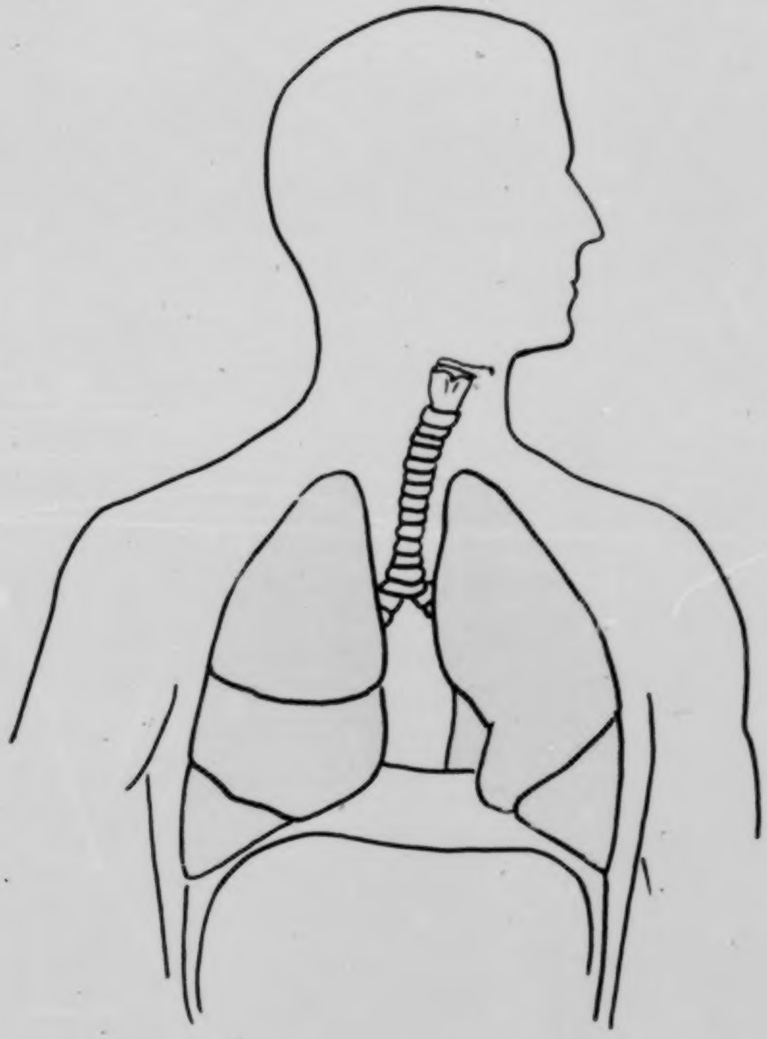
TRANSPARENCY I 1.3.6.c.

THE KIDNEYS, THEIR SIZE AND LOCATION



TRANSPARENCY I 1.3.7.A.

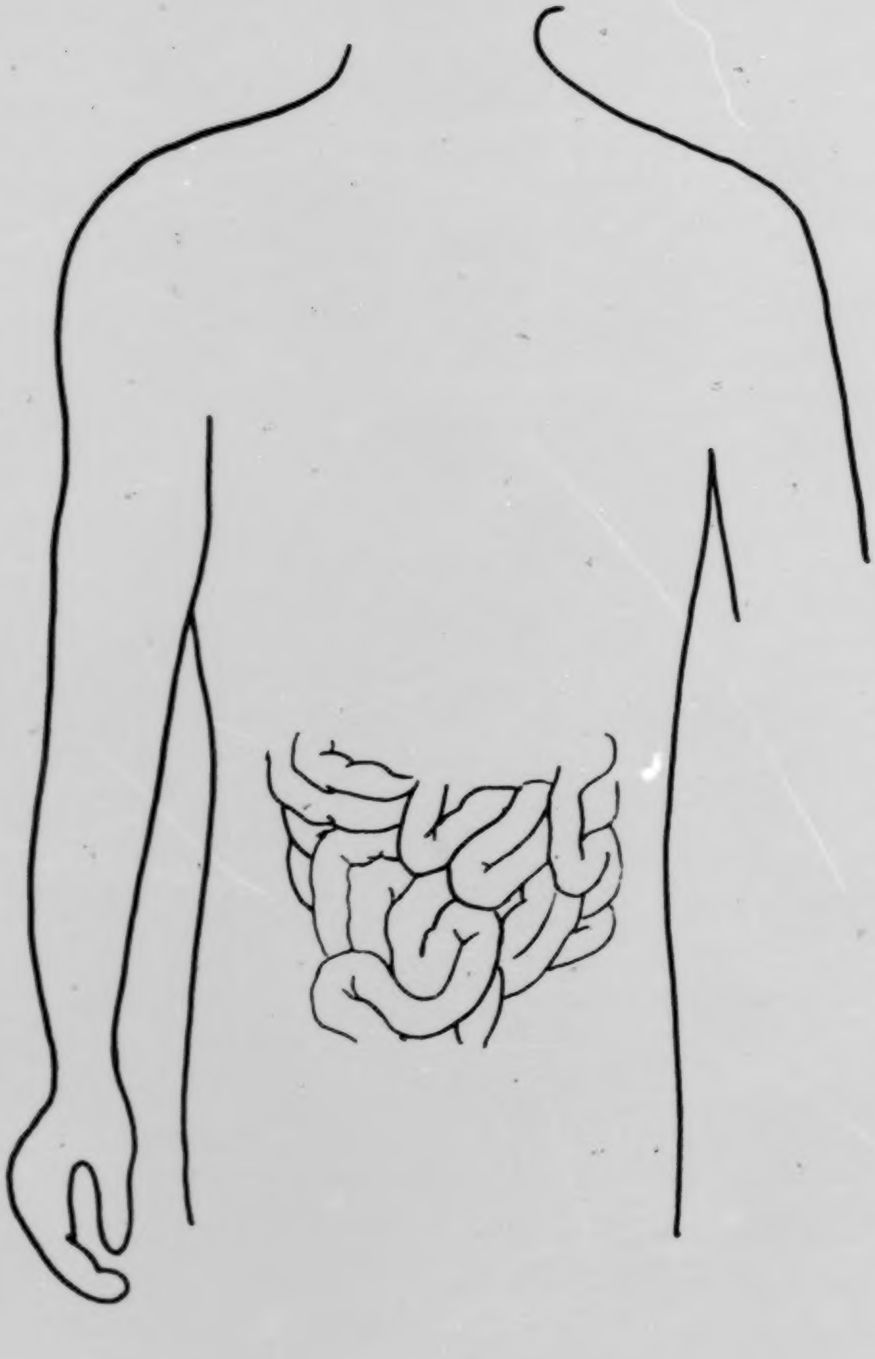
THE LUNGS, THEIR SIZE AND LOCATION.



TRANSPARENCY I 1.3.7.B.

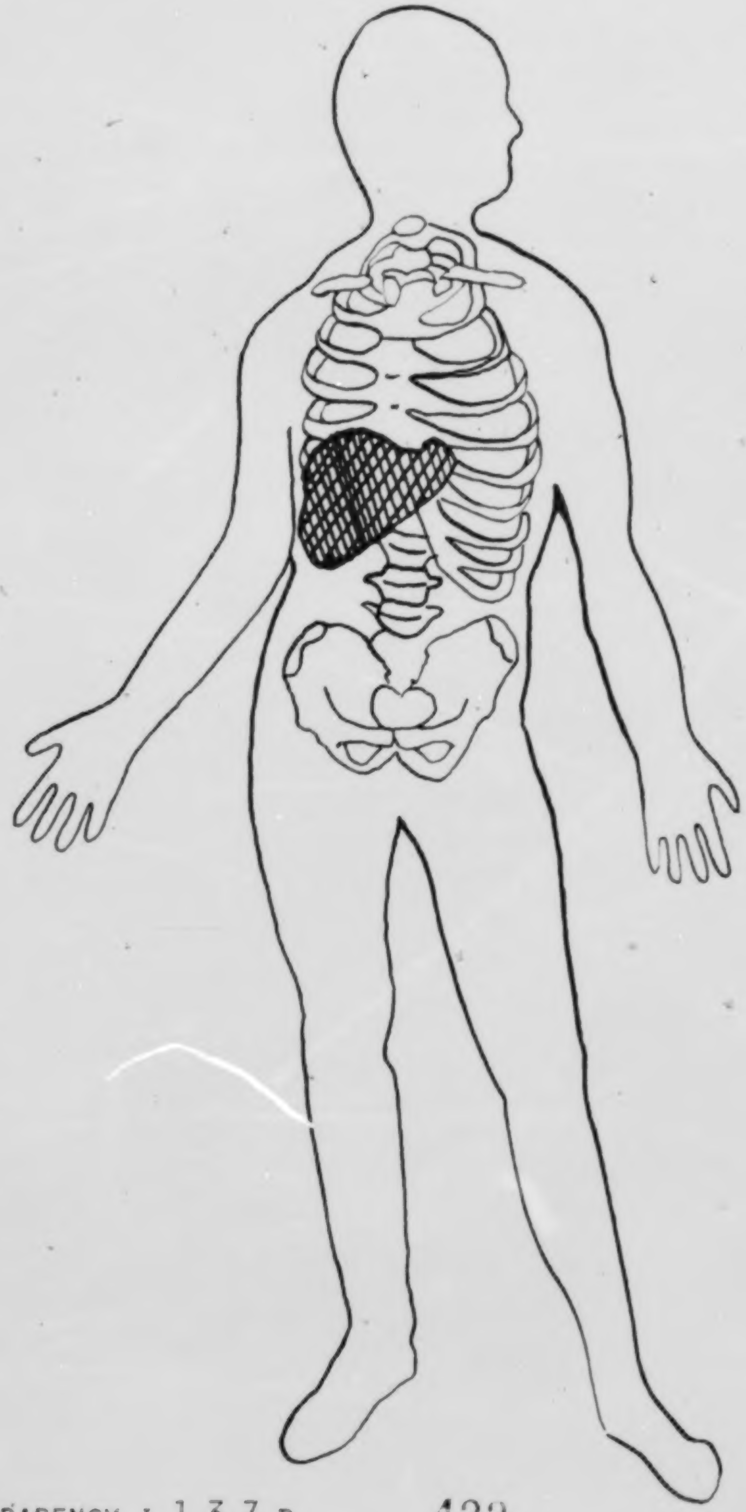
420

SMALL INTESTINE, ITS SIZE AND LOCATION



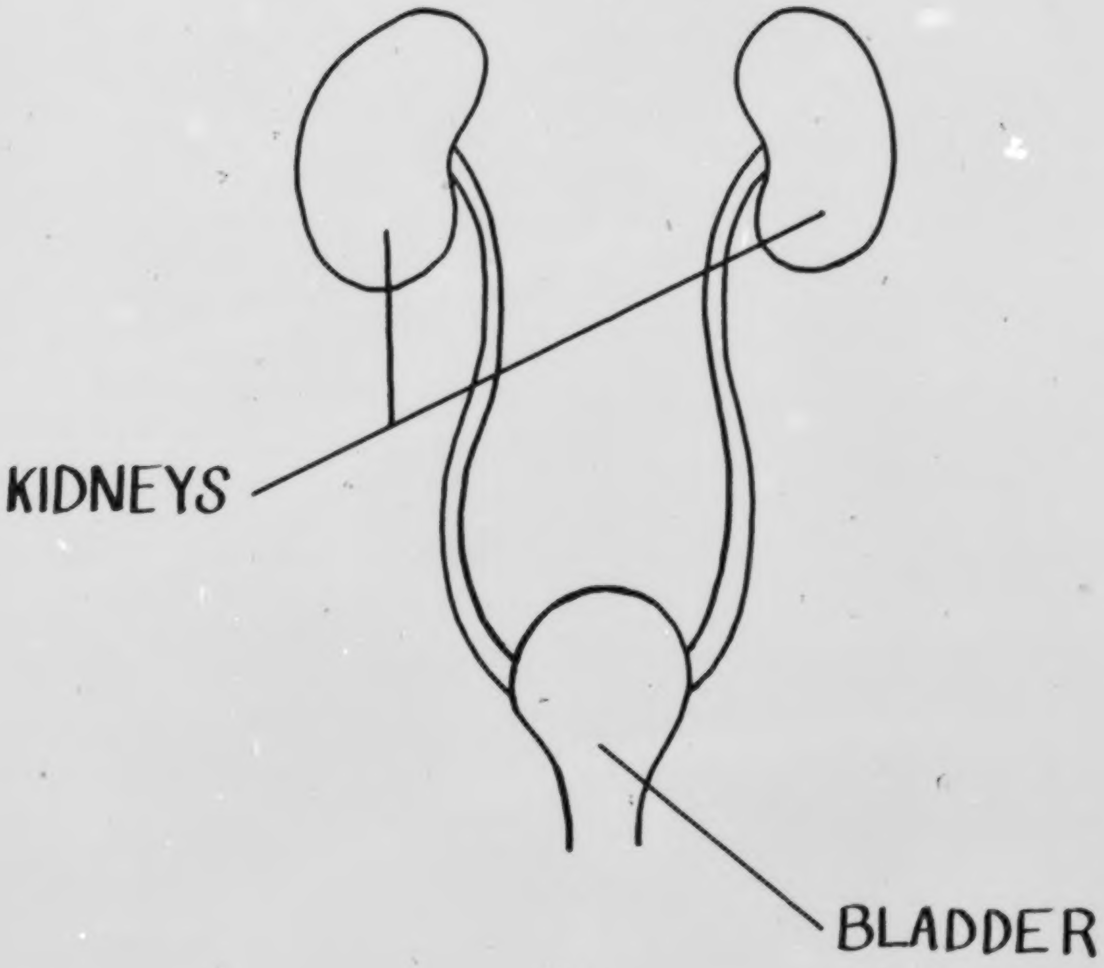
TRANSPARENCY I.1.3.7.c

LIVER, ITS SIZE AND LOCATION



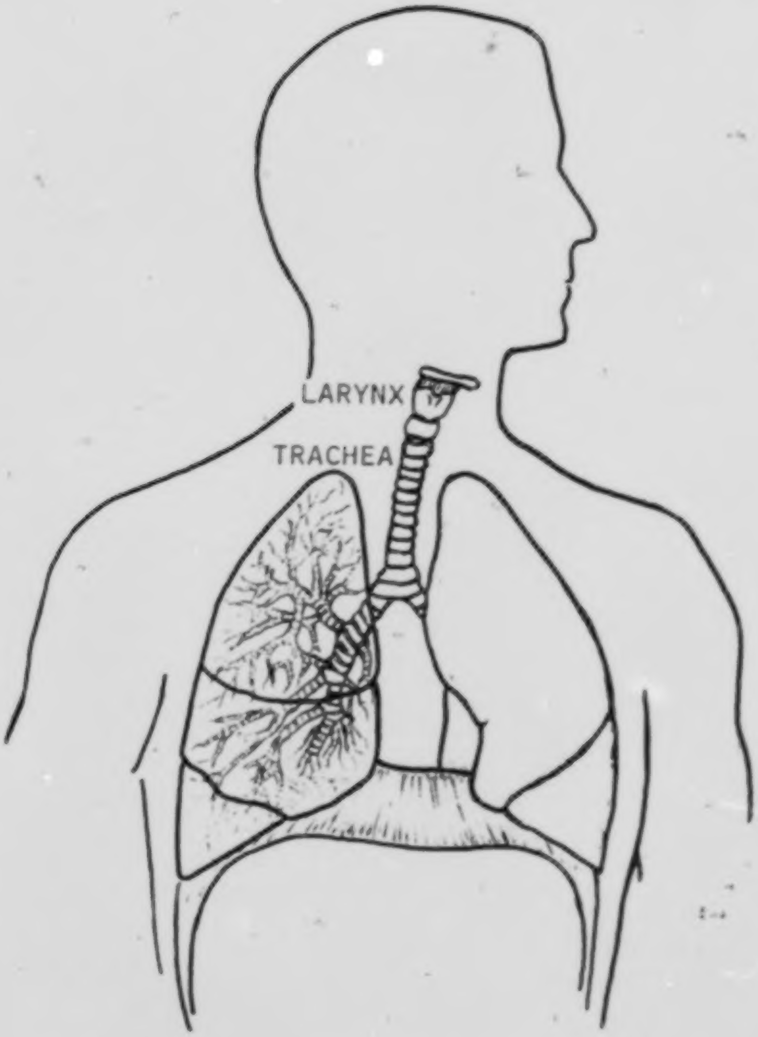
TRANSPARENCY I 1.3.7.D.

THE EXCRETORY SYSTEM


KIDNEYS
BLADDER

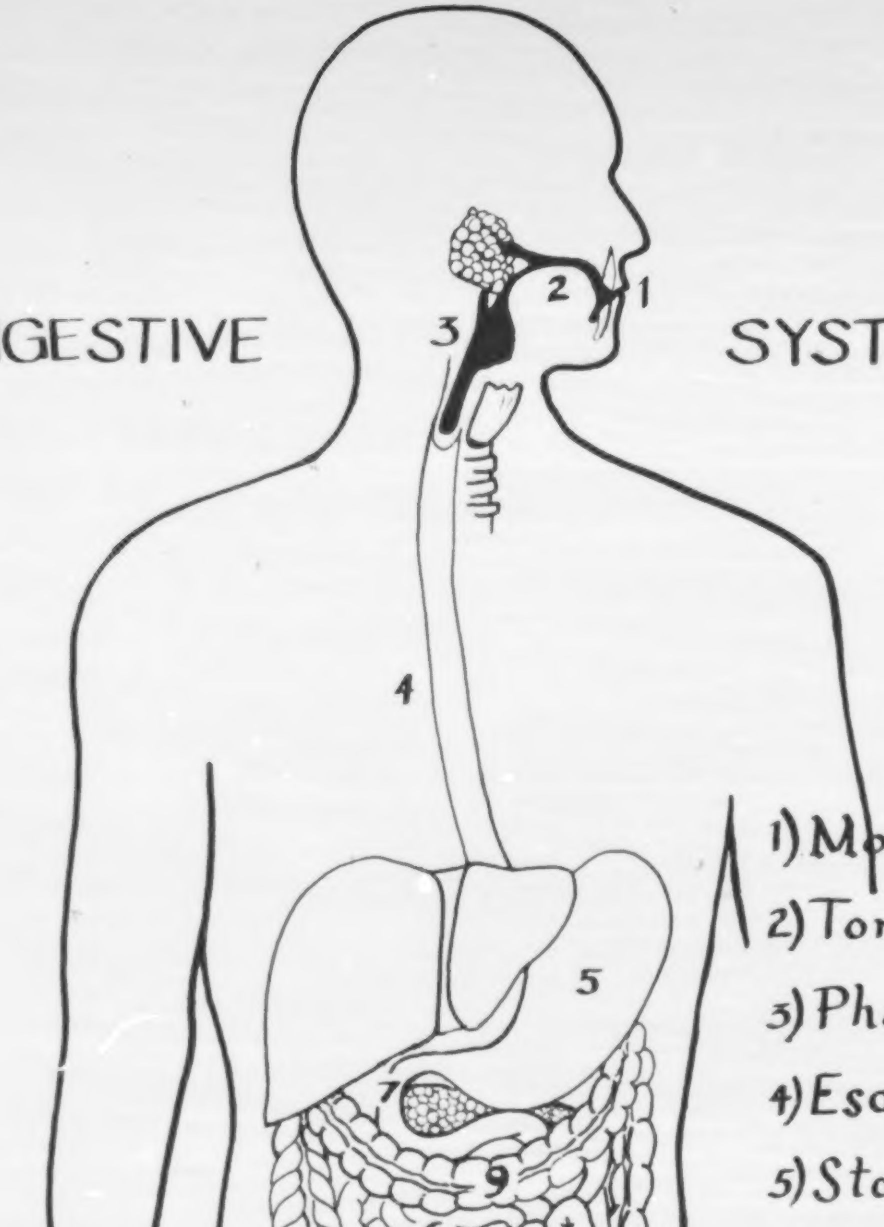
TRANSPARENCY I 1.3.9

LUNG STRUCTURE


LARYNX
TRACHEA

TRANSPARENCY I 1.3.10

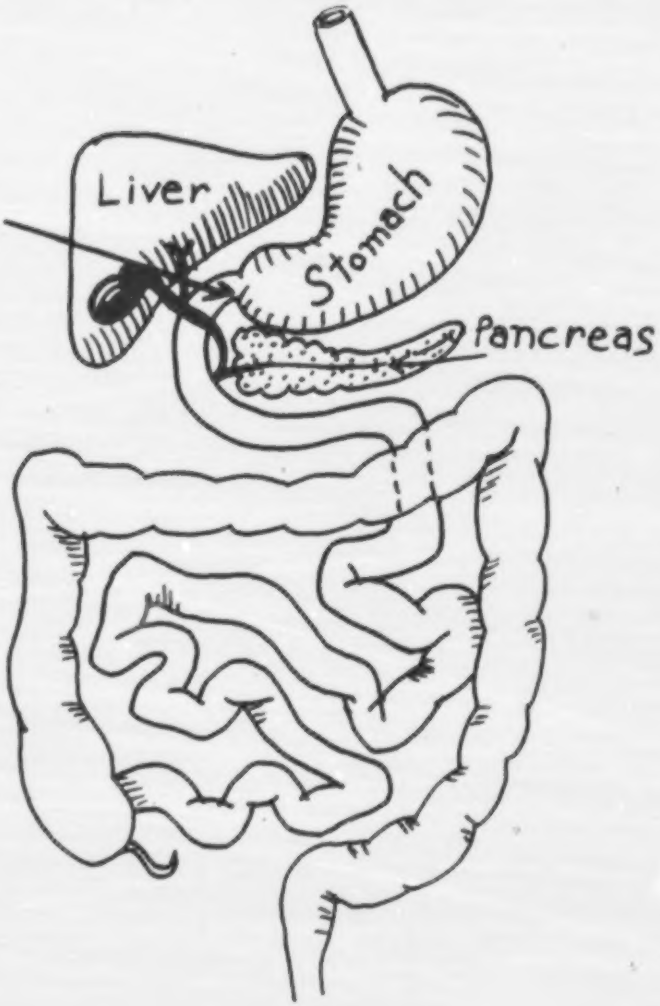
DIGESTIVE SYSTEM



1) Mouth
2) Tongue
3) Pharynx
4) Esophagus
5) Stomach
6) Sml. Intestine
7) Duodenum
8) Appendix
9) Lrg. Intestine
10) Rectum
11) Anus

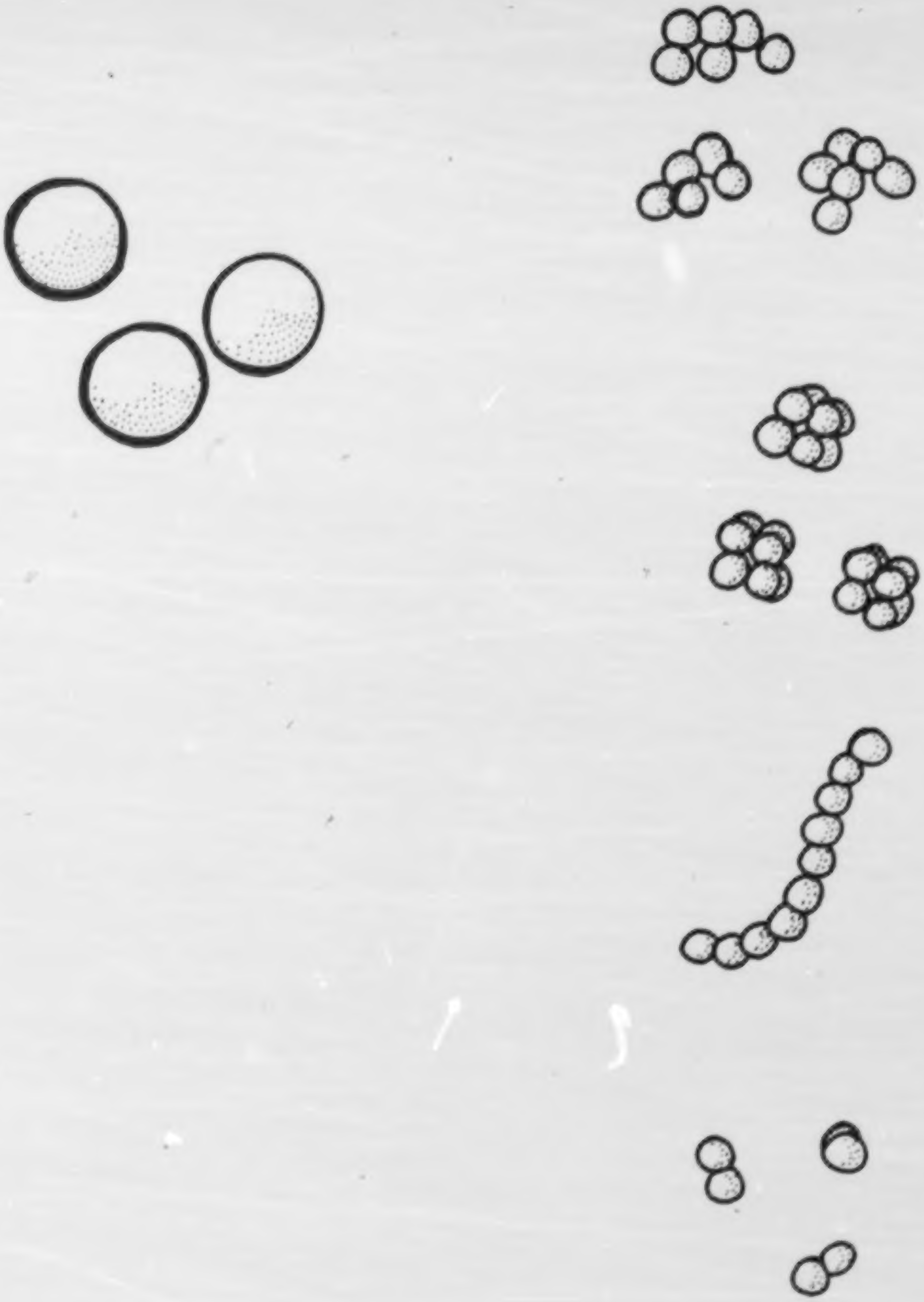
TRANSPARENCY I.1.3.11.a

JUNCTION OF STOMACH AND INTESTINE


Liver
Stomach
Pancreas

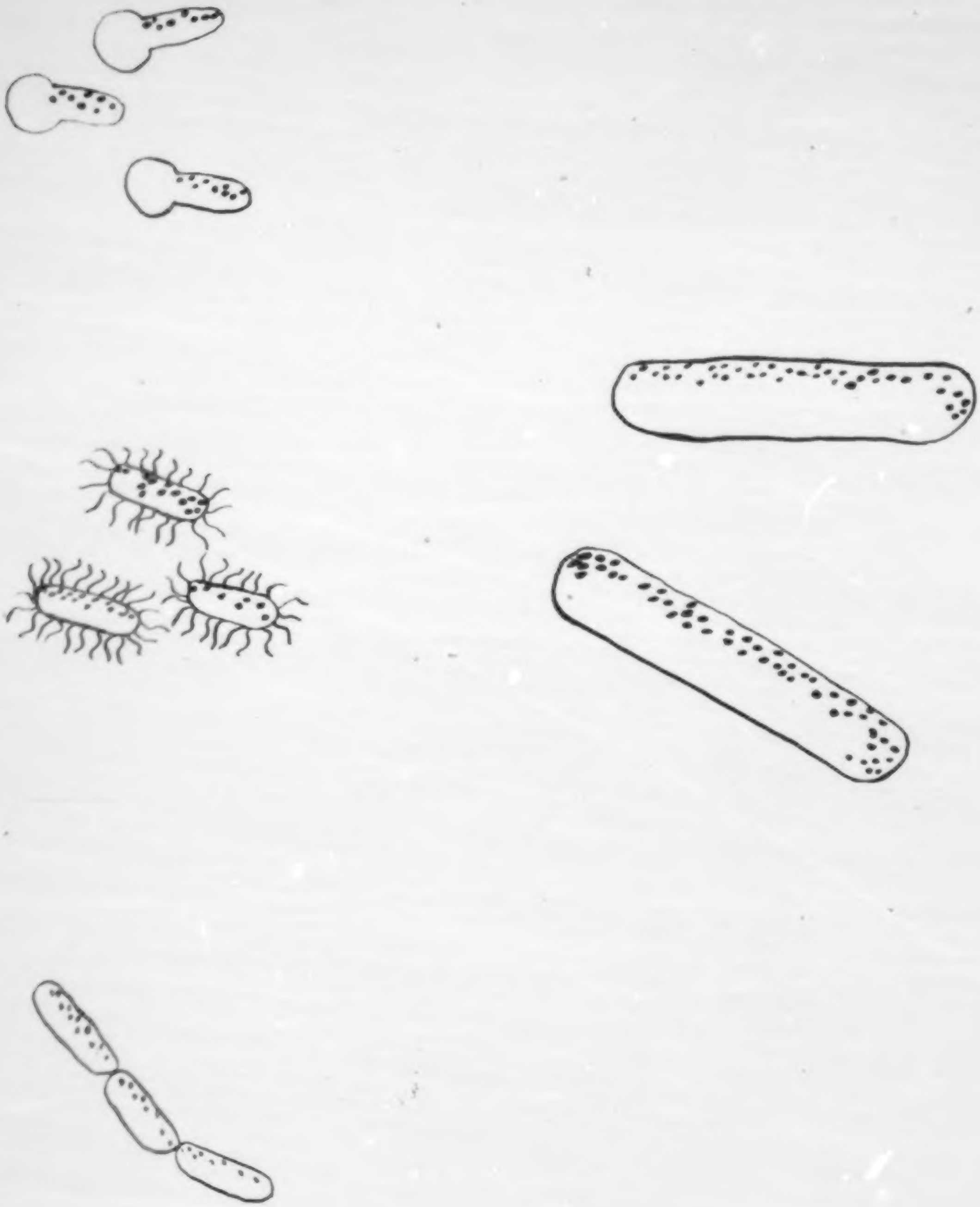
TRANSPARENCY I.1.3.11.b

TYPES OF BACTERIA – COCCI



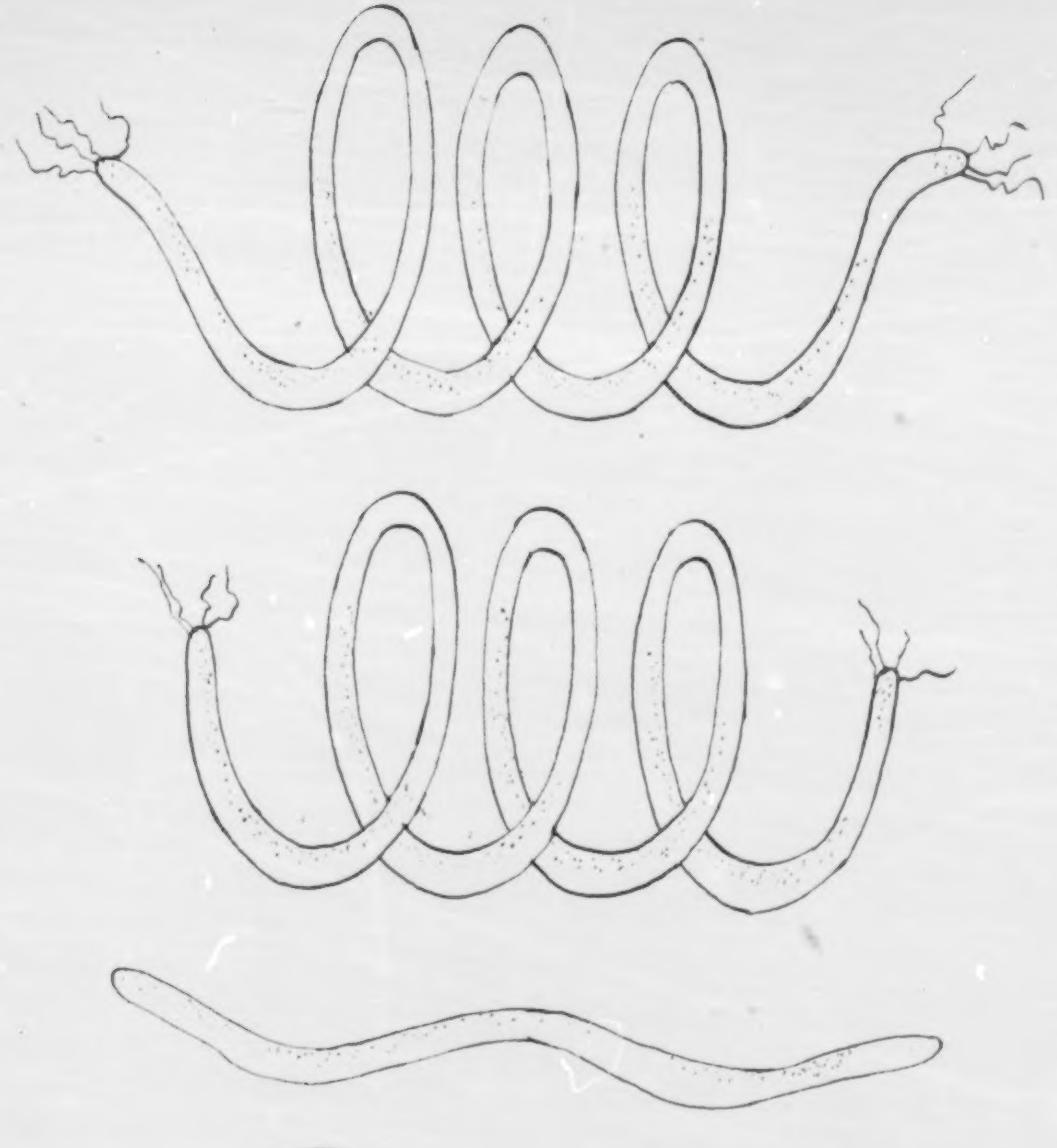
TRANSPARENCY I. 2.1.1.A.

TYPES OF BACTERIA - BACILLI



TRANSPARENCY I 2.1.1.B.

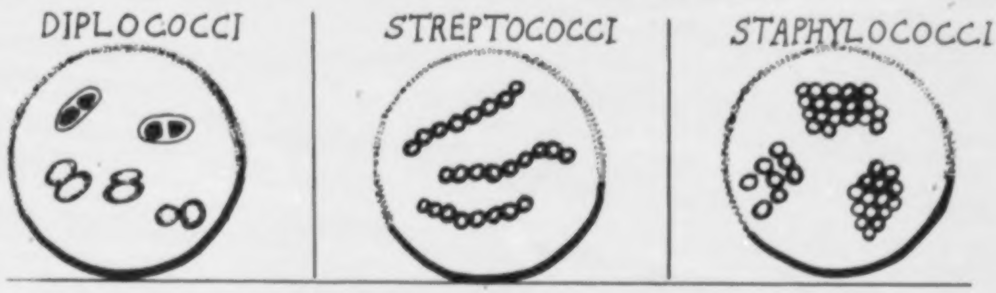
TYPES OF BACTERIA - SPIRILLA



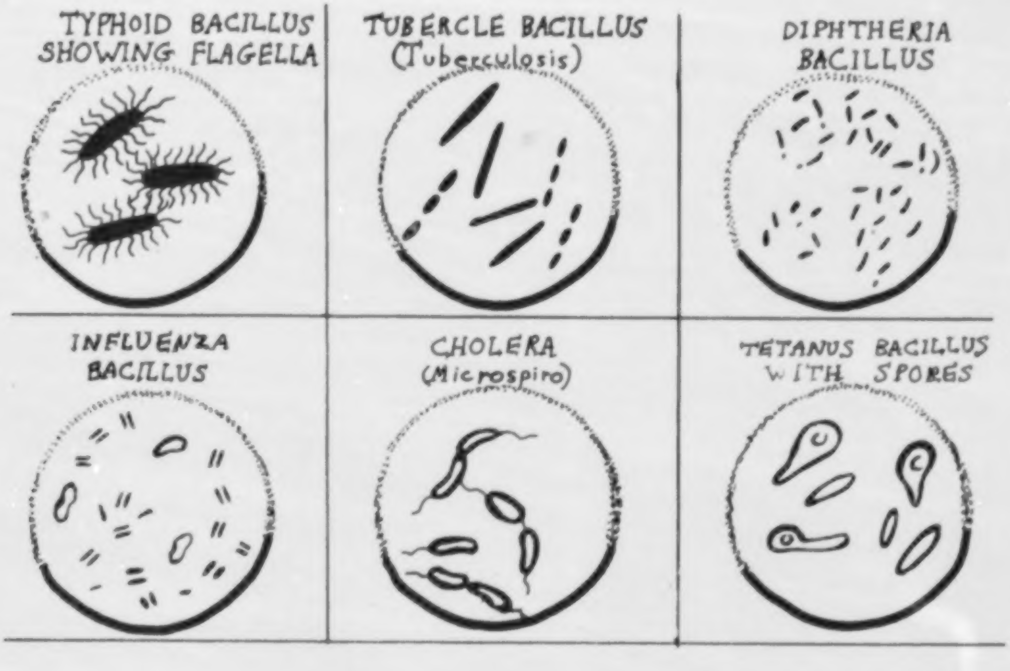
TRANSPARENCY I 2.1.1.c.

BACTERIA OF COMMON COMMUNICABLE DISEASES

GROUPINGS OF BACTERIA

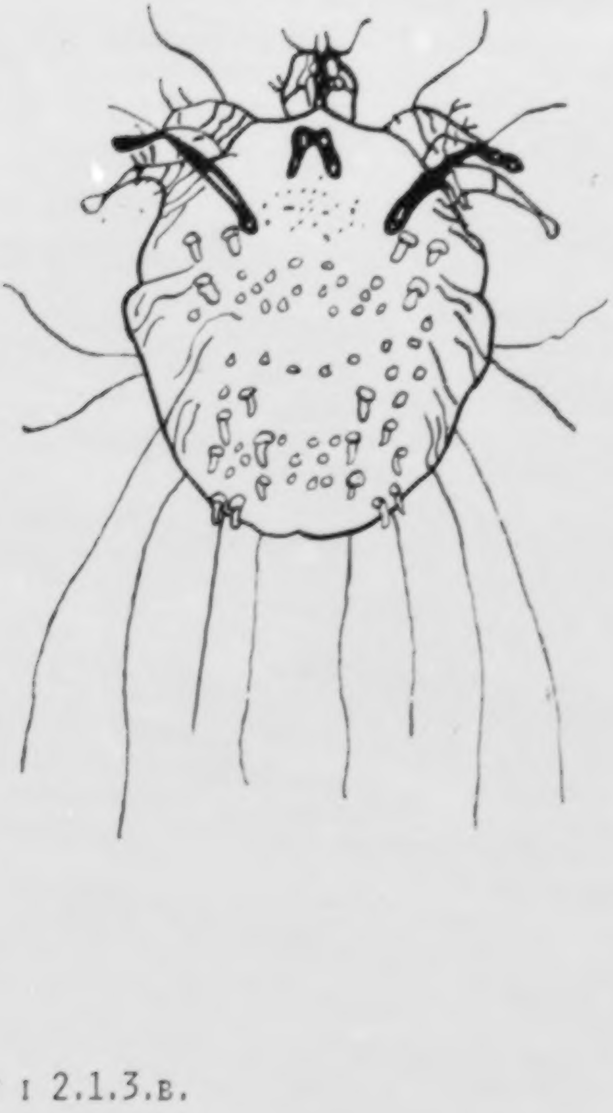

DIPLOCOCCI
STREPTOCOCCI
STAPHYLOCOCCI

SIX DISEASE - PRODUCING BACTERIA


TYPHOID BACILLUS SHOWING FLAGELLA
TUBERCLE BACILLUS (Tuberculosis)
DIPHTHERIA BACILLUS
INFLUENZA BACILLUS
CHOLERA (Microspiro)
TETANUS BACILLUS WITH SPORES

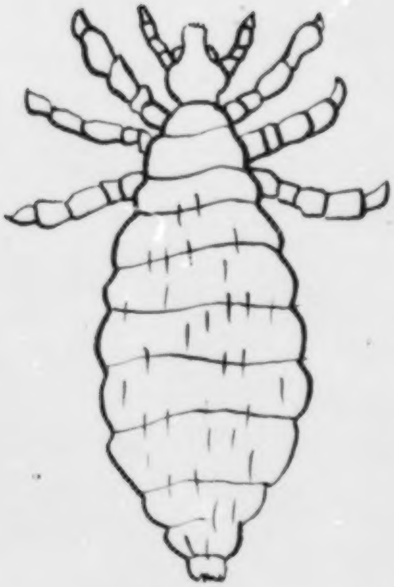
TRANSPARENCY I 2.1.3.a

ANIMAL PARASITE -- SCABIES MITE



TRANSPARENCY I 2.1.3.B.

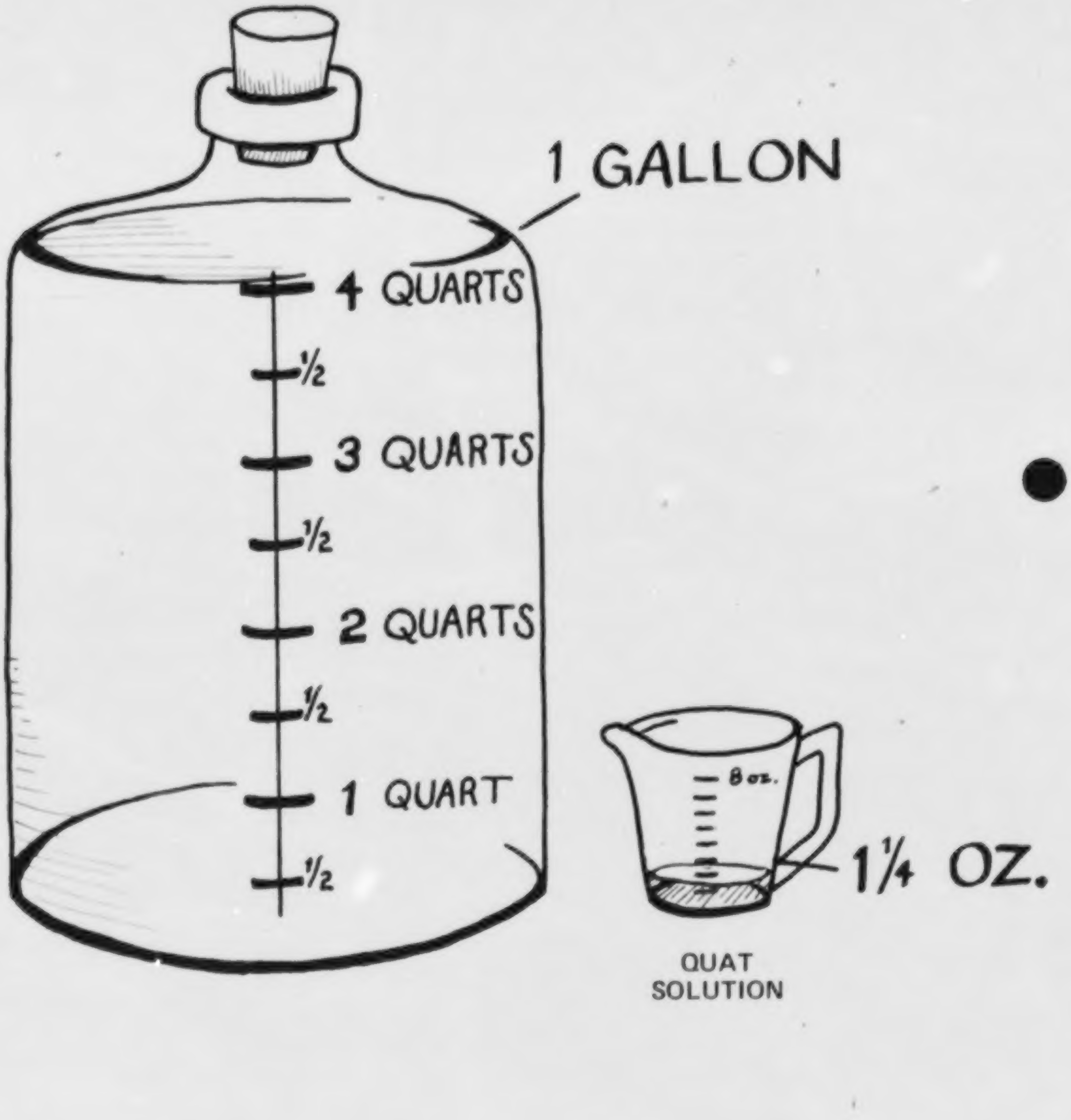
ANIMAL PARASITE -- PEDICULUS



TRANSPARENCY I 2.1.3.c.

To Obtain a 1:1000 Strength Solution of a QUAT Compound With

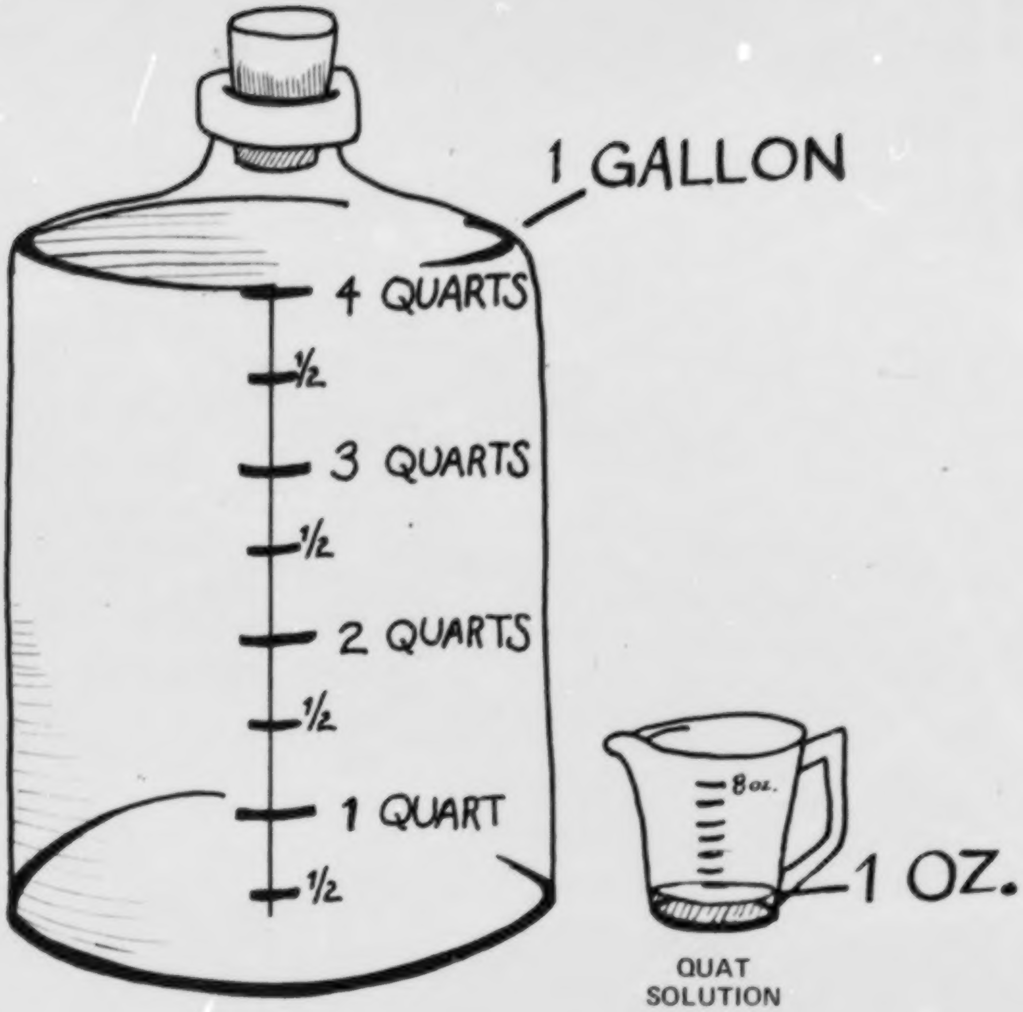
10% ACTIVE INGREDIENT


1 GALLON
4 QUARTS
½
3 QUARTS
½
2 QUARTS
½
1 QUART
½
8 oz.
1¼ OZ.
QUAT SOLUTION

TRANSPARENCY I.2.2.2.a

To Obtain a 1:1000 Strength Solution of a QUAT Compound With

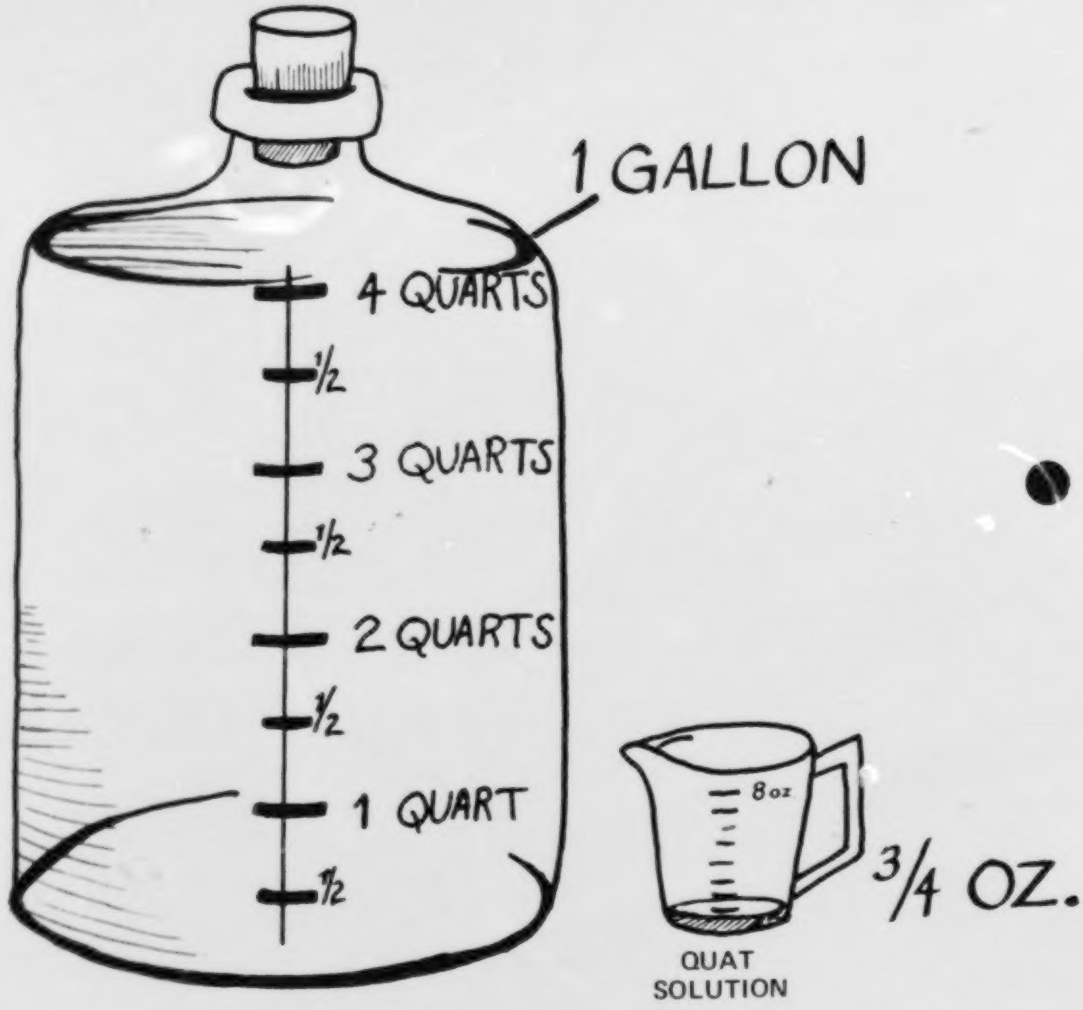
12½% ACTIVE INGREDIENT


1 GALLON
4 QUARTS
½
3 QUARTS
½
2 QUARTS
½
1 QUART
½
8 oz.
1 OZ.
QUAT
SOLUTION

TRANSPARENCY I.2.2.2.b

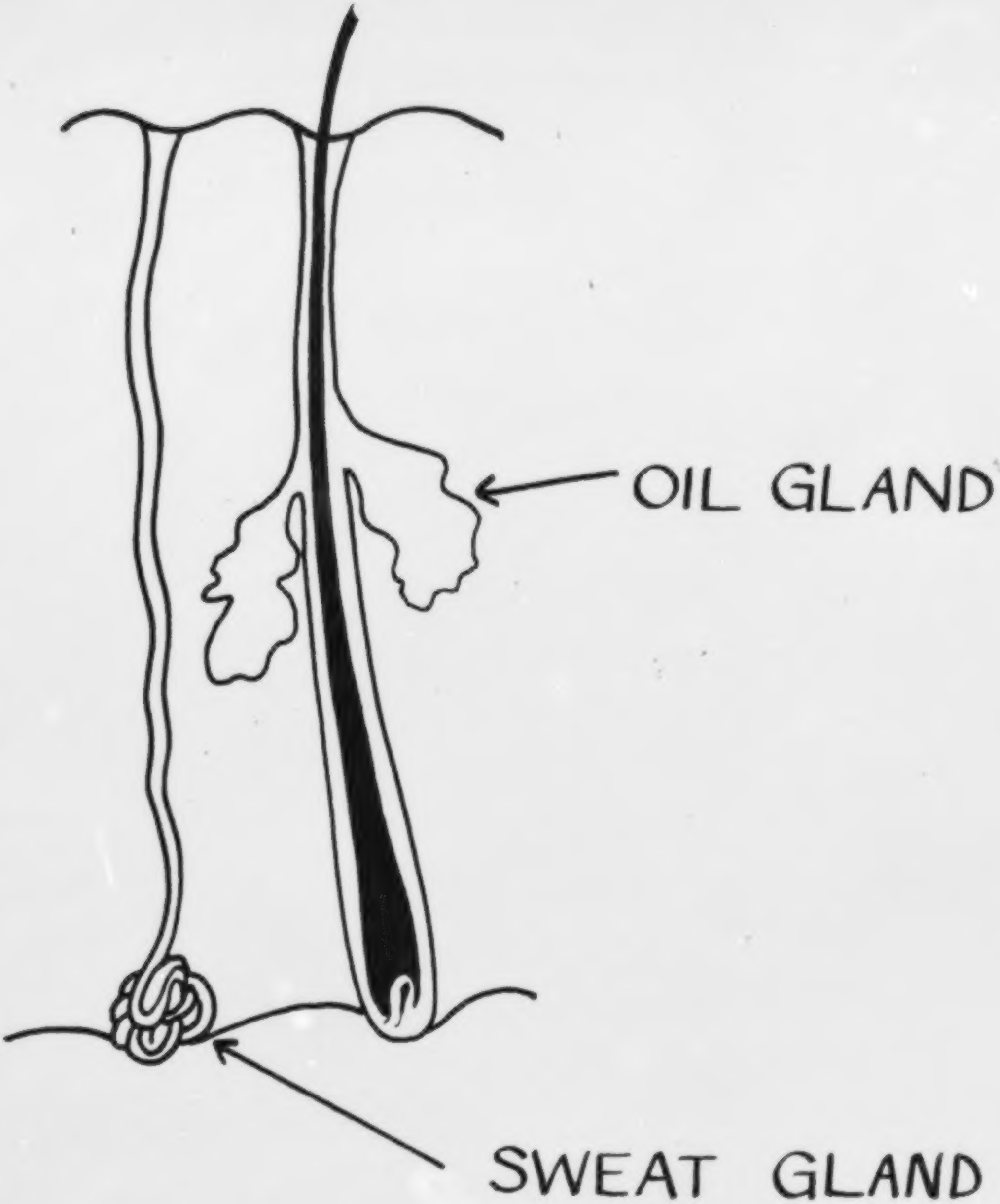
To Obtain a 1:1000 Strength Solution of a QUAT Compound With

15% ACTIVE INGREDIENT


1 GALLON
4 QUARTS
½
3 QUARTS
½
2 QUARTS
½
1 QUART
½
8 oz
3/4 OZ.
QUAT SOLUTION

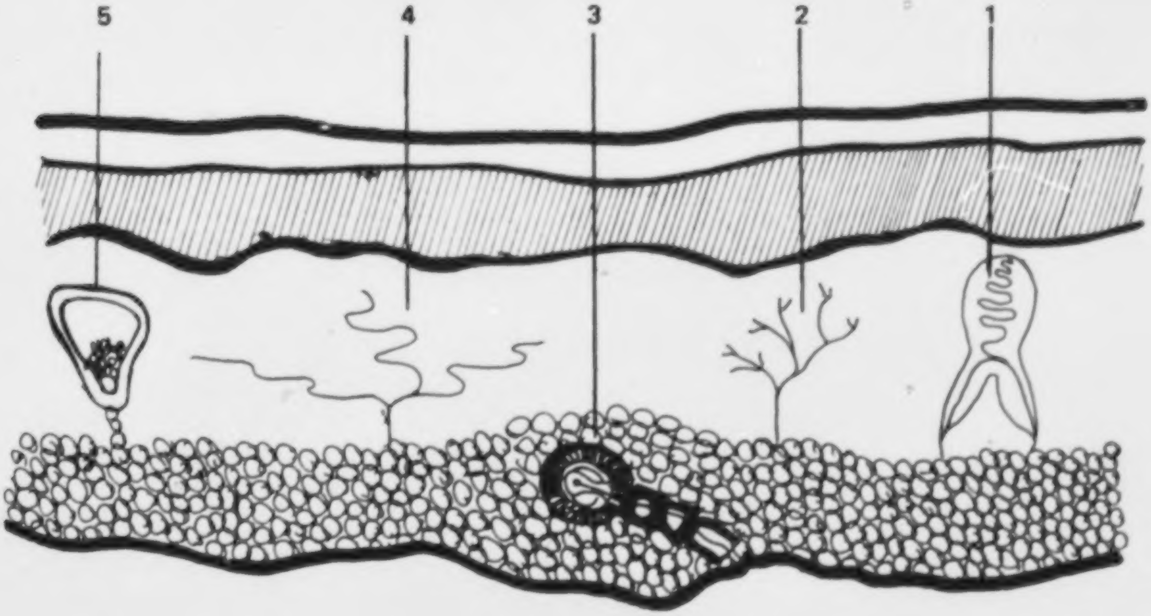
TRANSPARENCY I.2.2.2.c

SKIN SECTION SHOWING OIL GLAND AND SWEAT GLAND


OIL GLAND
SWEAT GLAND

TRANSPARENCY I.3.2.1.a

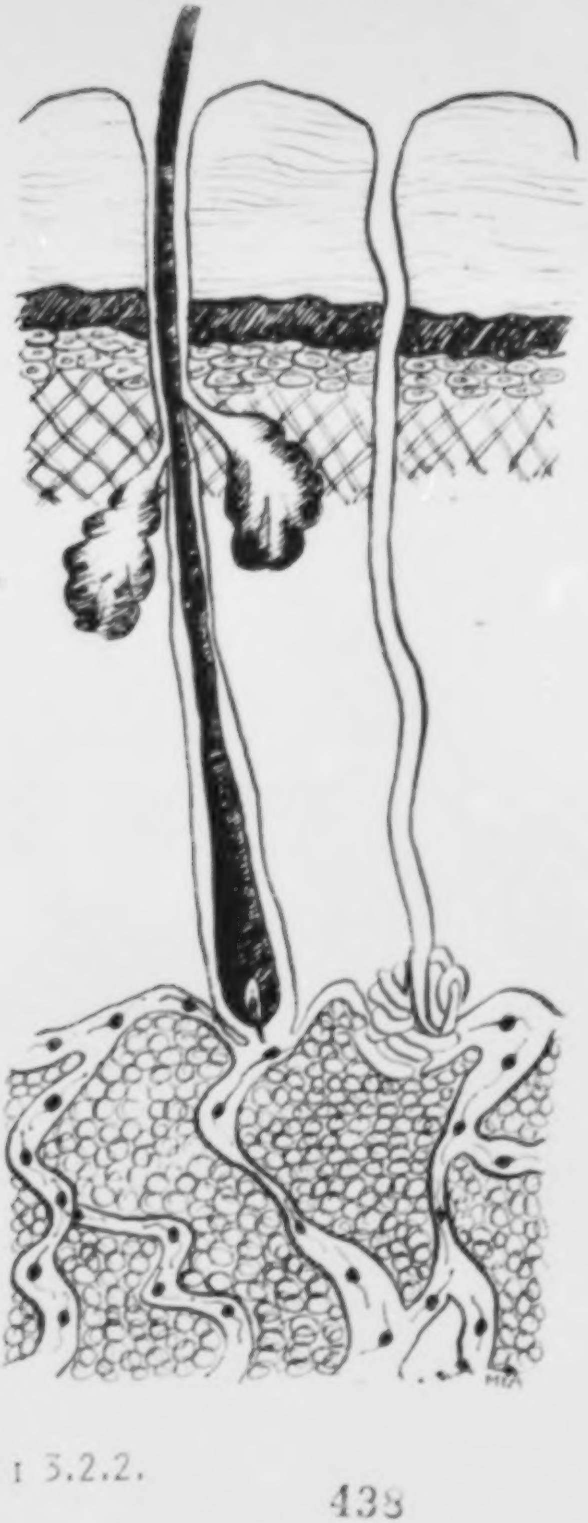
SENSORY NERVES OF THE SKIN



1. TOUCH RECEPTOR
2. PAIN RECEPTOR
3. PRESSURE RECEPTOR
4. HEAT RECEPTOR
5. COLD RECEPTOR

TRANSPARENCY I 3.2.1.B.

CROSS SECTION OF SKIN



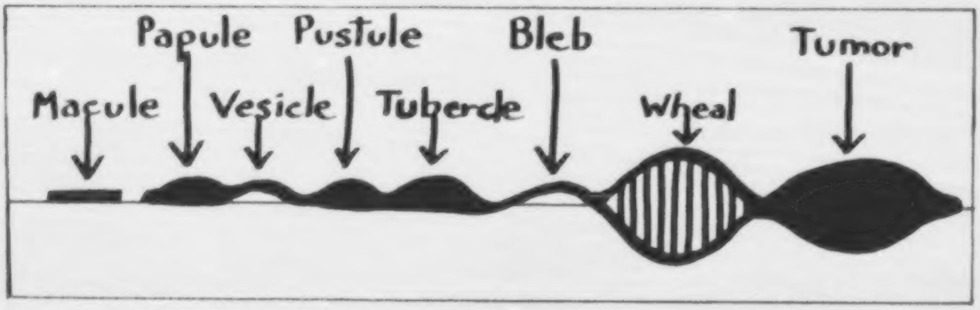
TRANSPARENCY I 3.2.2.

NOMENCLATURE OF DISEASES AND DISORDERS

Dermatology	der ma tol' a jē
Dermatologist	der ma tol' a jist
Etiology	ē tē ol' a je
Diagnosis	dī ag nō' sis
Prognosis	prog nō' sis
Pathology	pa thol' a jē
Trichology	tri kol' a jē
Infectious	in fek' shus
Contagious	kon tā' jus
Congenital	kon jen' i tul
Parasitic	par a sit' ik
Systemic	sis tem' ik
Epidemic	ep i dem' ik
Inflammation	in fla mā' shun
Acute	a kūt'
Chronic	kron' ik
Allergic	a ler' jik

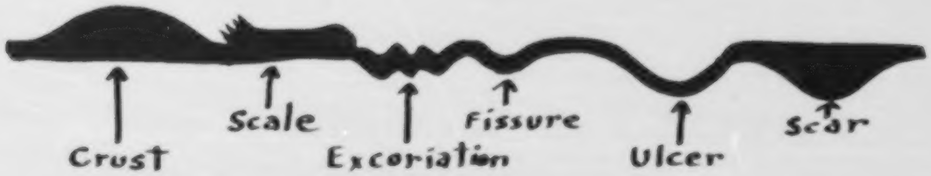
Transparency I 3.2.4

PRIMARY LESIONS OF THE SKIN


Papule
Pustule
Bleb
Tumor
Macule
Vesicle
Tubercle
Wheal

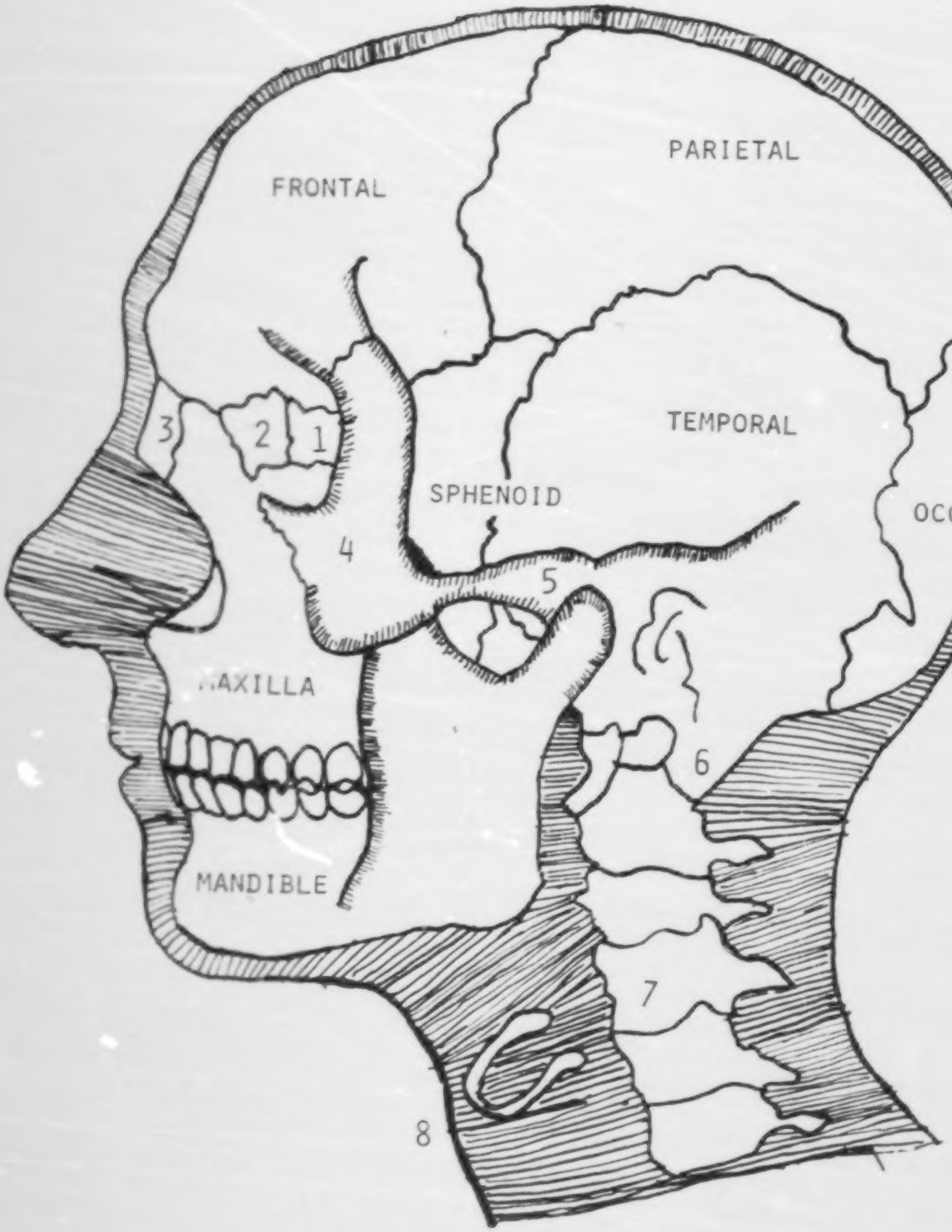
TRANSPARENCY I 3.2.5.a

SECONDARY LESIONS OF THE SKIN


Crust
Scale
Excoriation
Fissure
Ulcer
Scar

TRANSPARENCY I 3.2.5.b

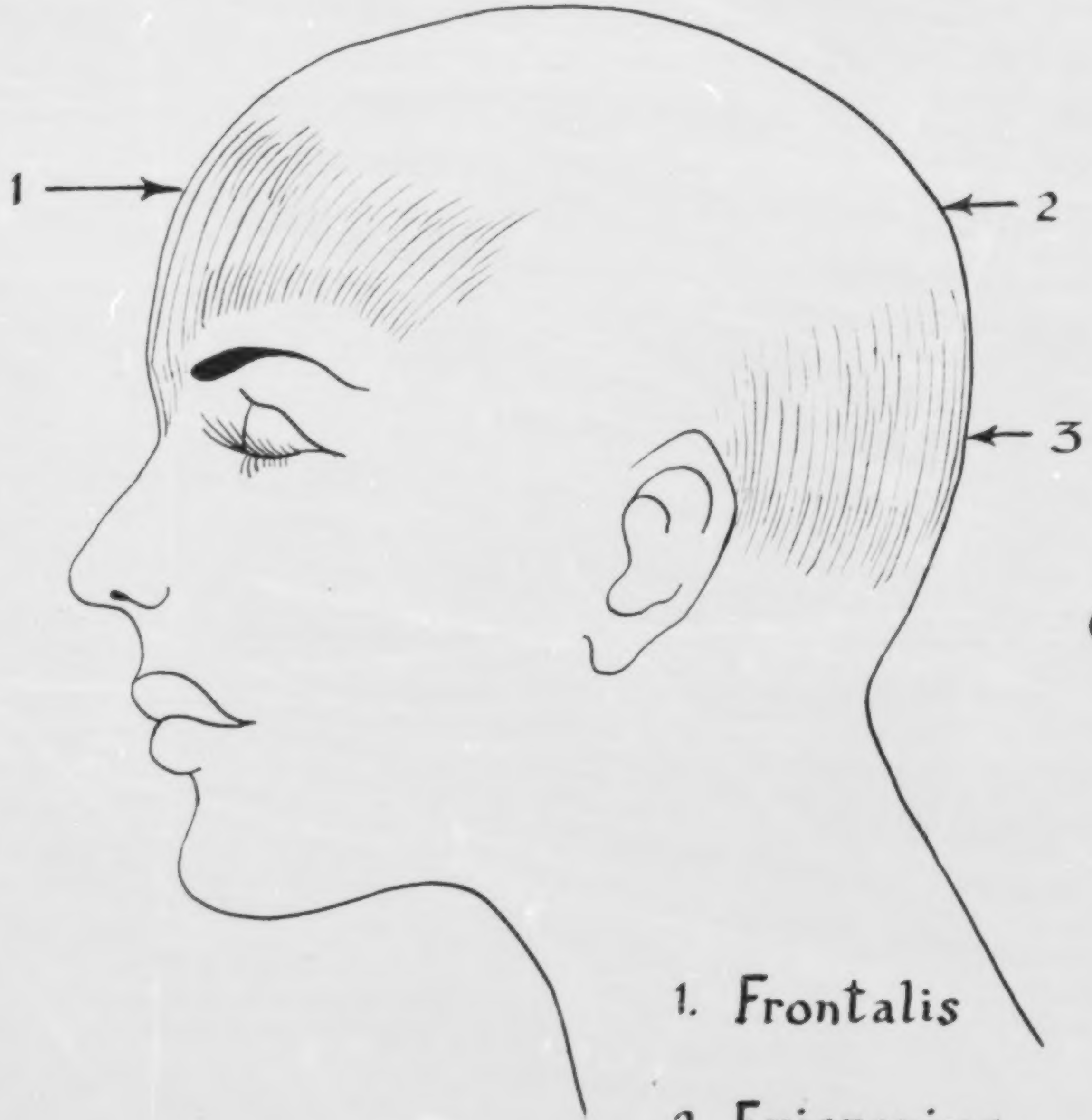
BONES OF THE CRANIUM


FRONTAL
PARIETAL
3
2
1
TEMPORAL
SPHENOID
OCCIPITAL
4
5
MAXILLA
6
MANDIBLE
7
8

1. ETHMOID
2. LACRIMAL
3. NASAL
4. ZYGOMA
5. ZYGOMATIC ARCH
6. MASTOID PROCESS
7. CERVICAL VERTEBRAE
8. HYOID BONE

TRANSPARENCY I 3.3.1.

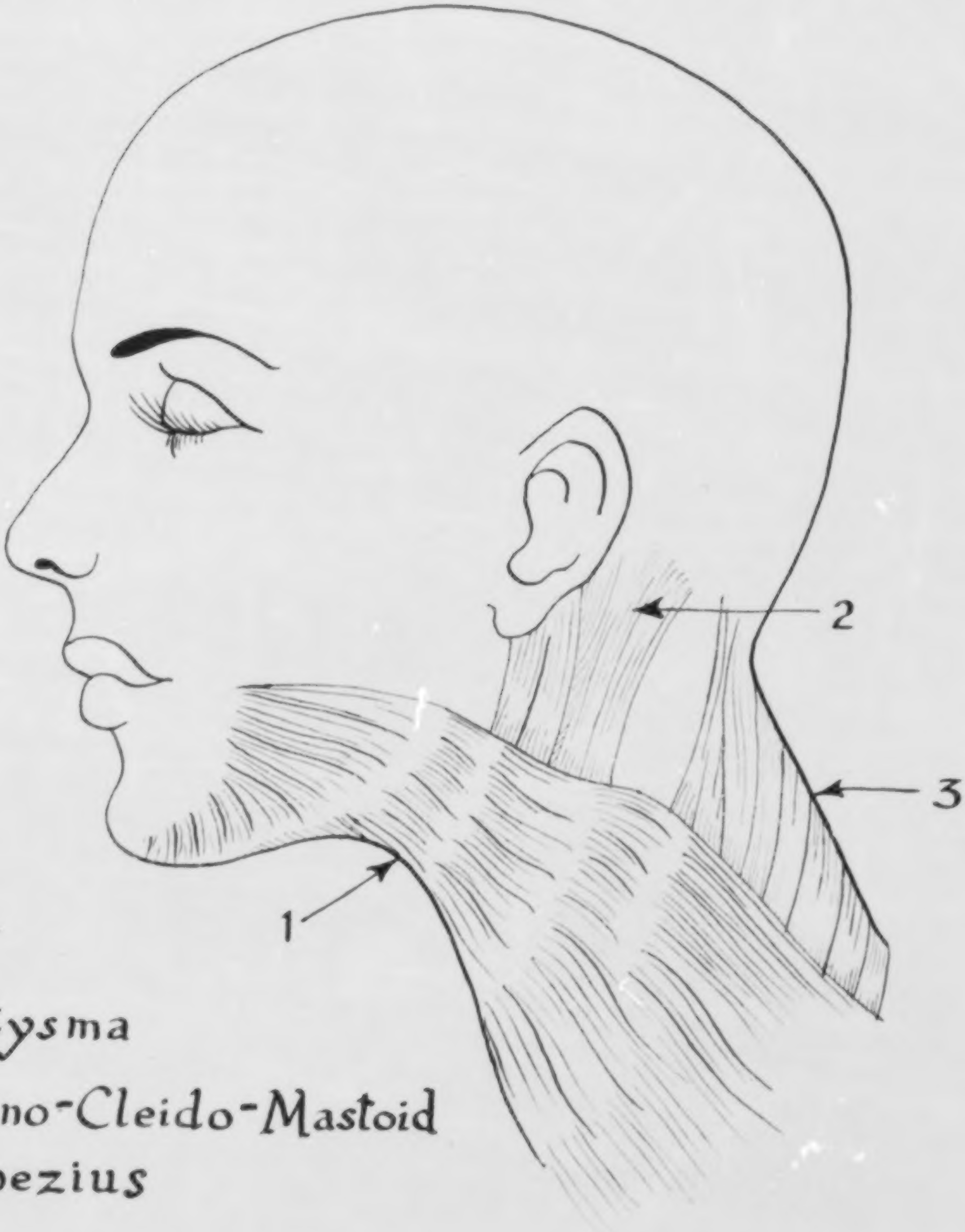
MUSCLES OF THE SCALP



1. Frontalis
2. Epicranius
3. Occipitalis

Transparency I 3.3.2.a

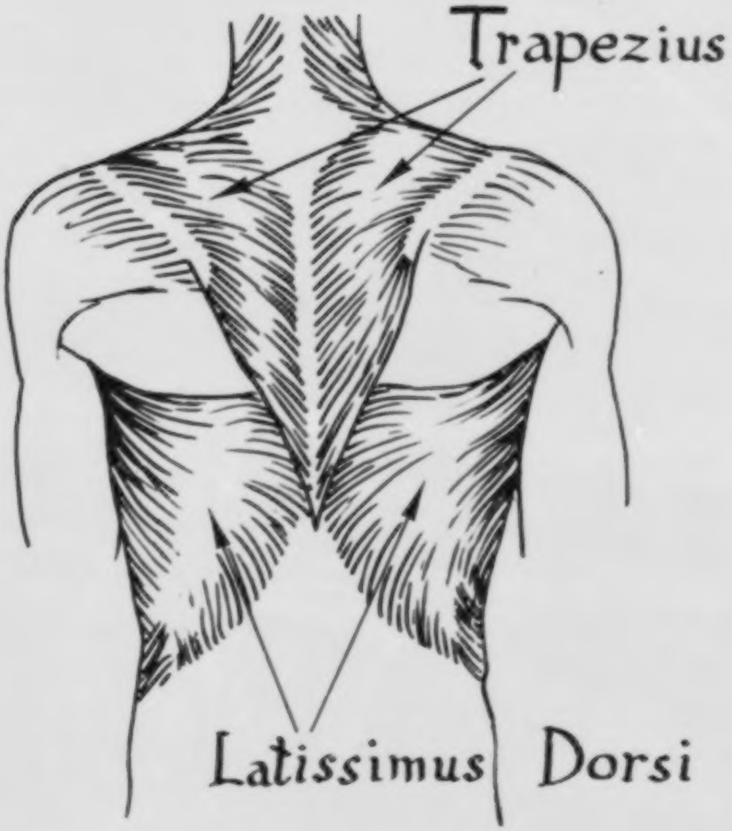
MUSCLES OF THE NECK



1. Platysma
2. Sterno-Cleido-Mastoid
3. Trapezius

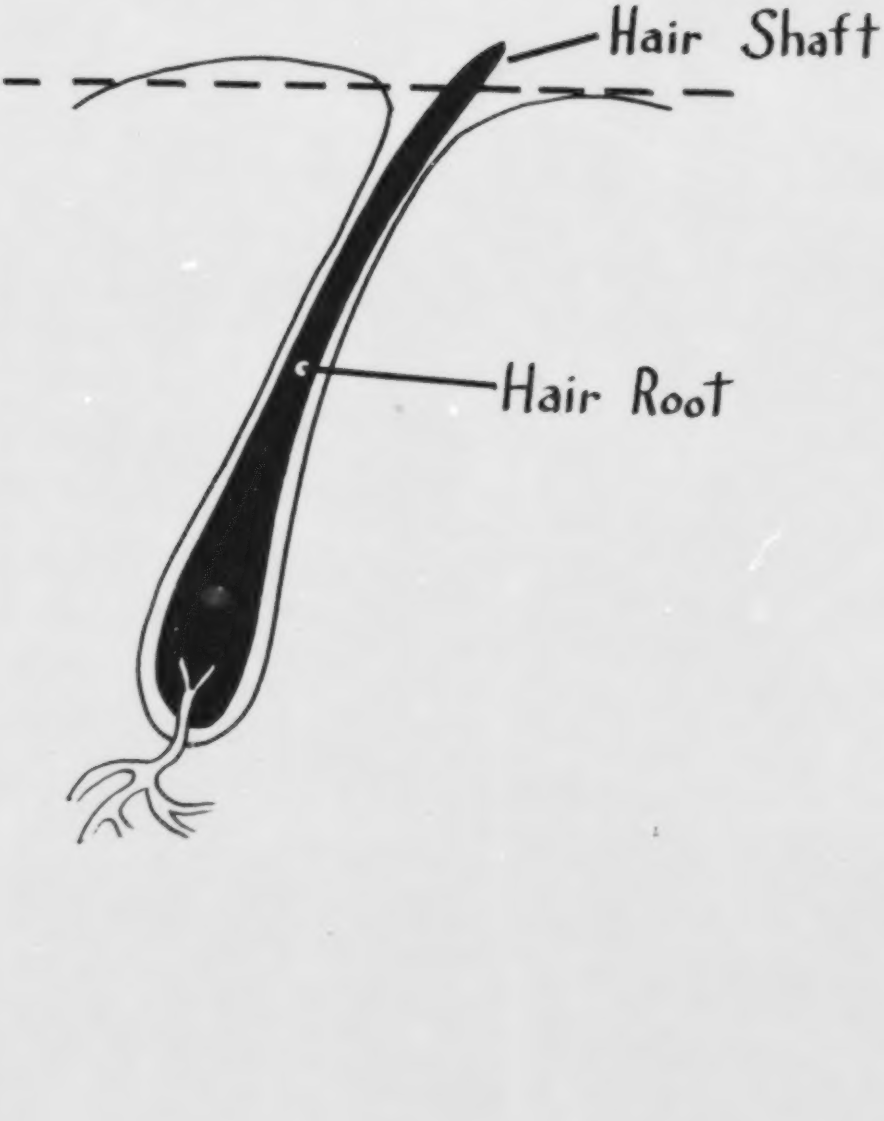
Transparency I 3.3.2.b

MUSCLES OF THE BACK


Trapezius
Latissimus Dorsi

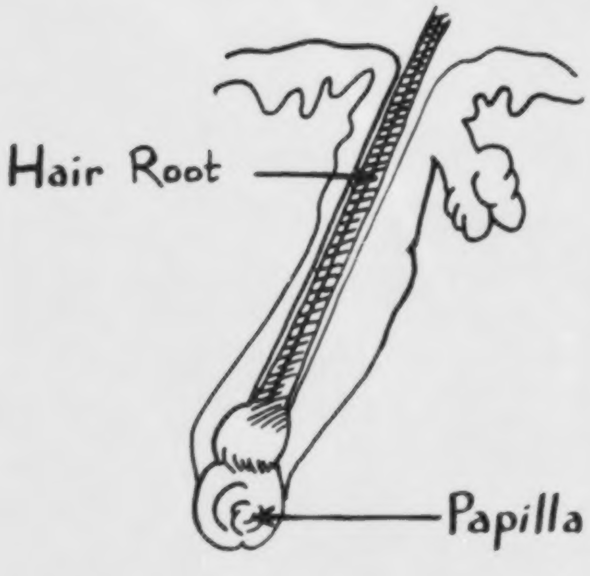
Transparency I 3.3.2.c

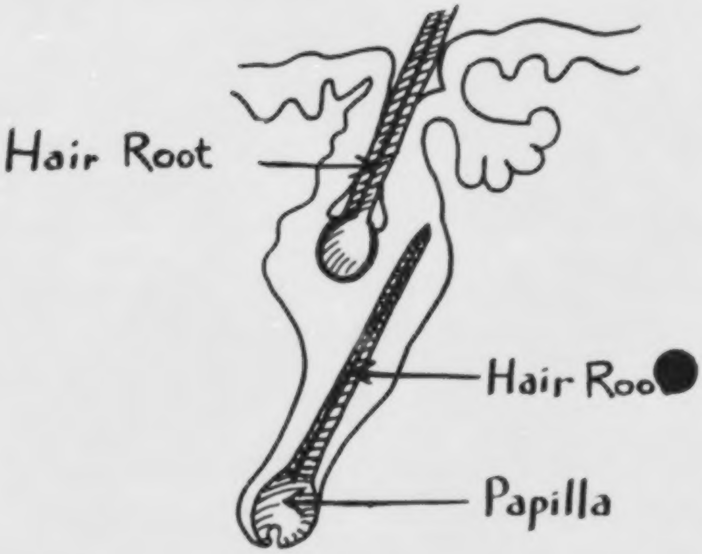
DIVISION OF HAIR


Hair Shaft
Hair Root

TRANSPARENCY I.3.4.1.a

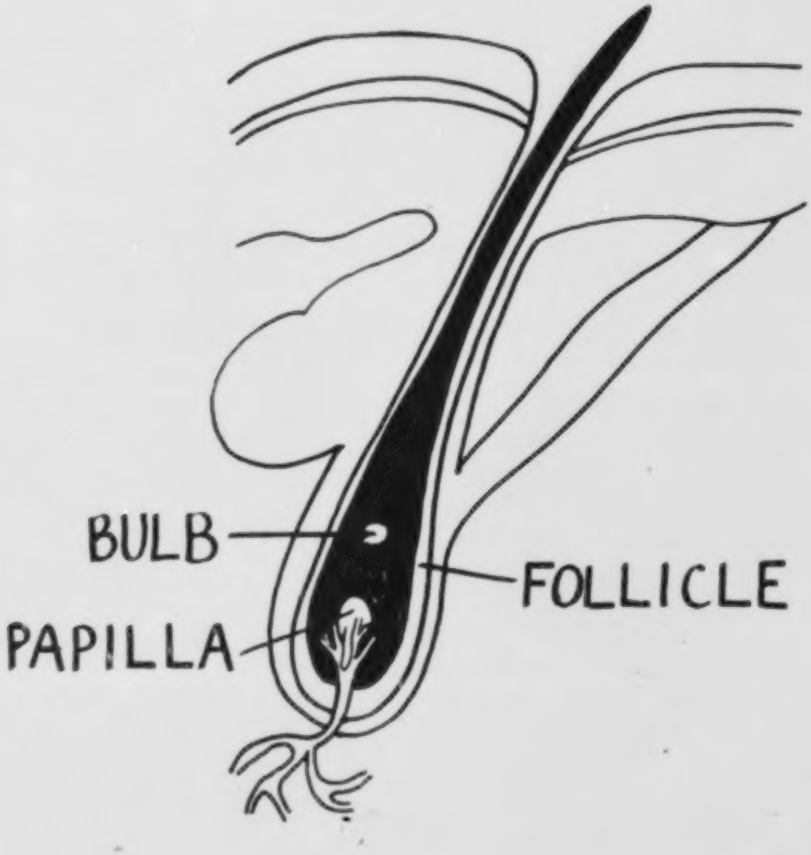
REPLACEMENT OF HAIR


Hair Root
Papilla


Hair Root
Hair Roo
Papilla

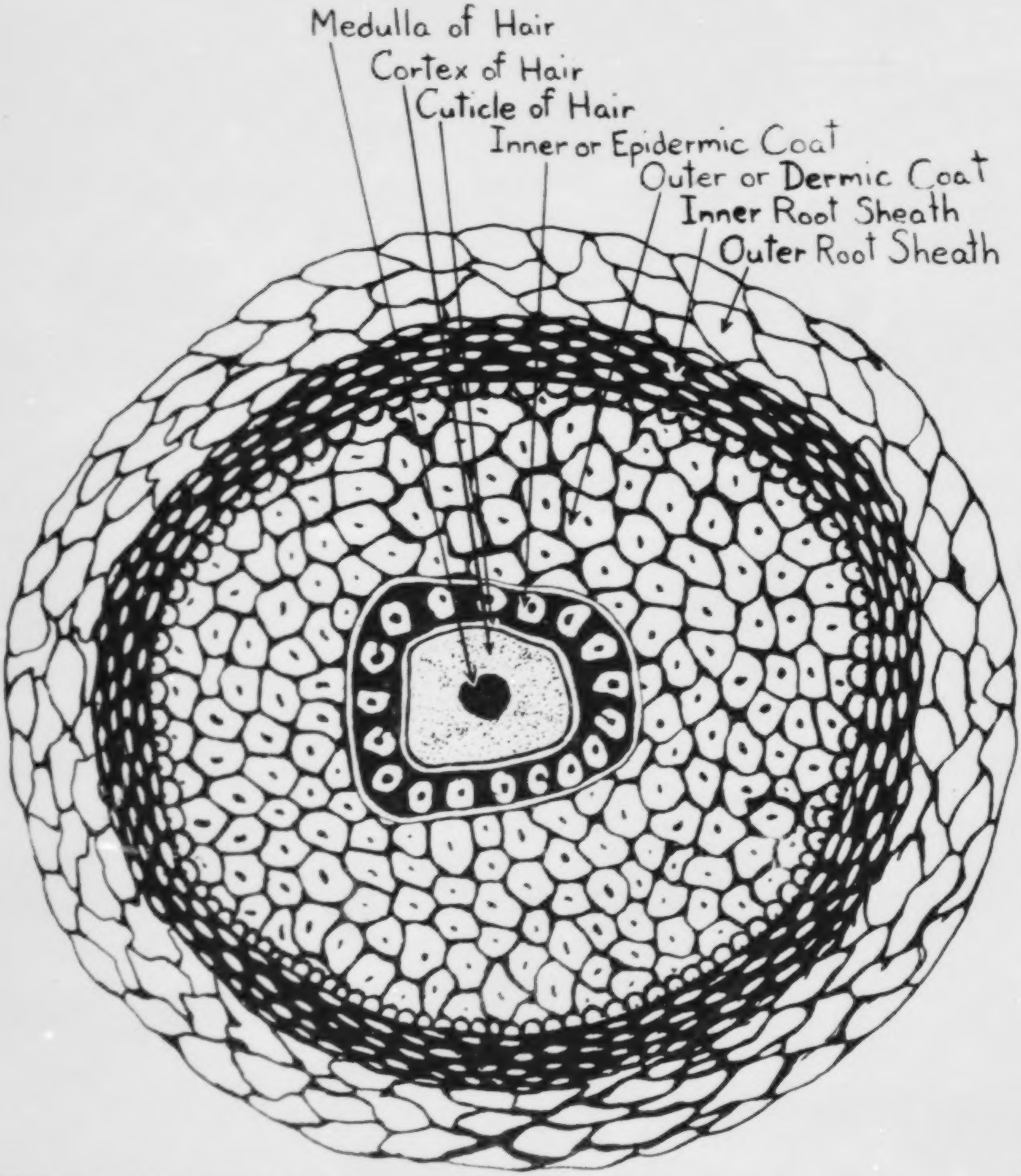
TRANSPARENCY I.3.4.1.b

HAIR ROOT


BULB
FOLLICLE
PAPILLA

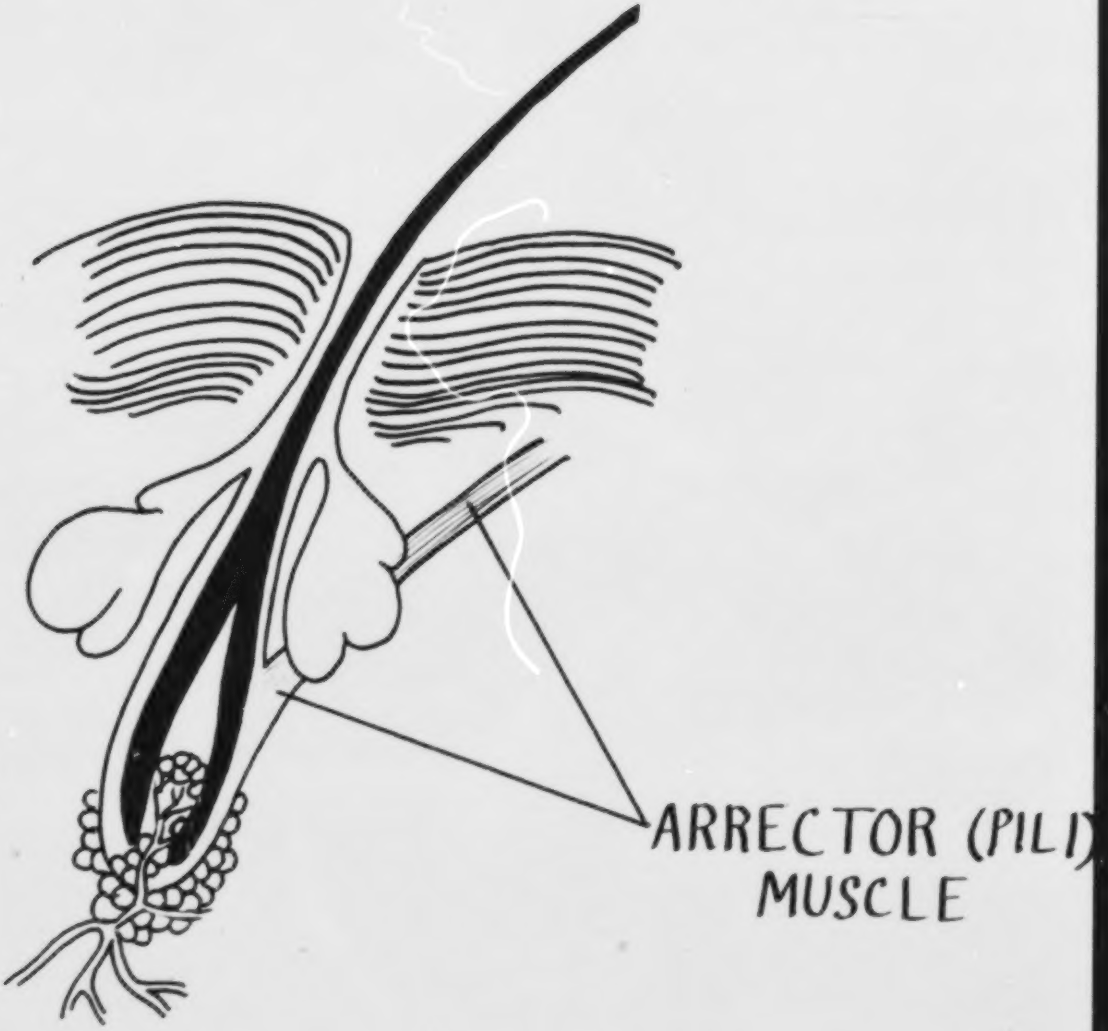
TRANSPARENCY I.3.4.2.a

CROSS SECTION OF THE HAIR AND FOLLICLE


Medulla of Hair
Cortex of Hair
Cuticle of Hair
Inner or Epidermic Coat
Outer or Dermic Coat
Inner Root Sheath
Outer Root Sheath

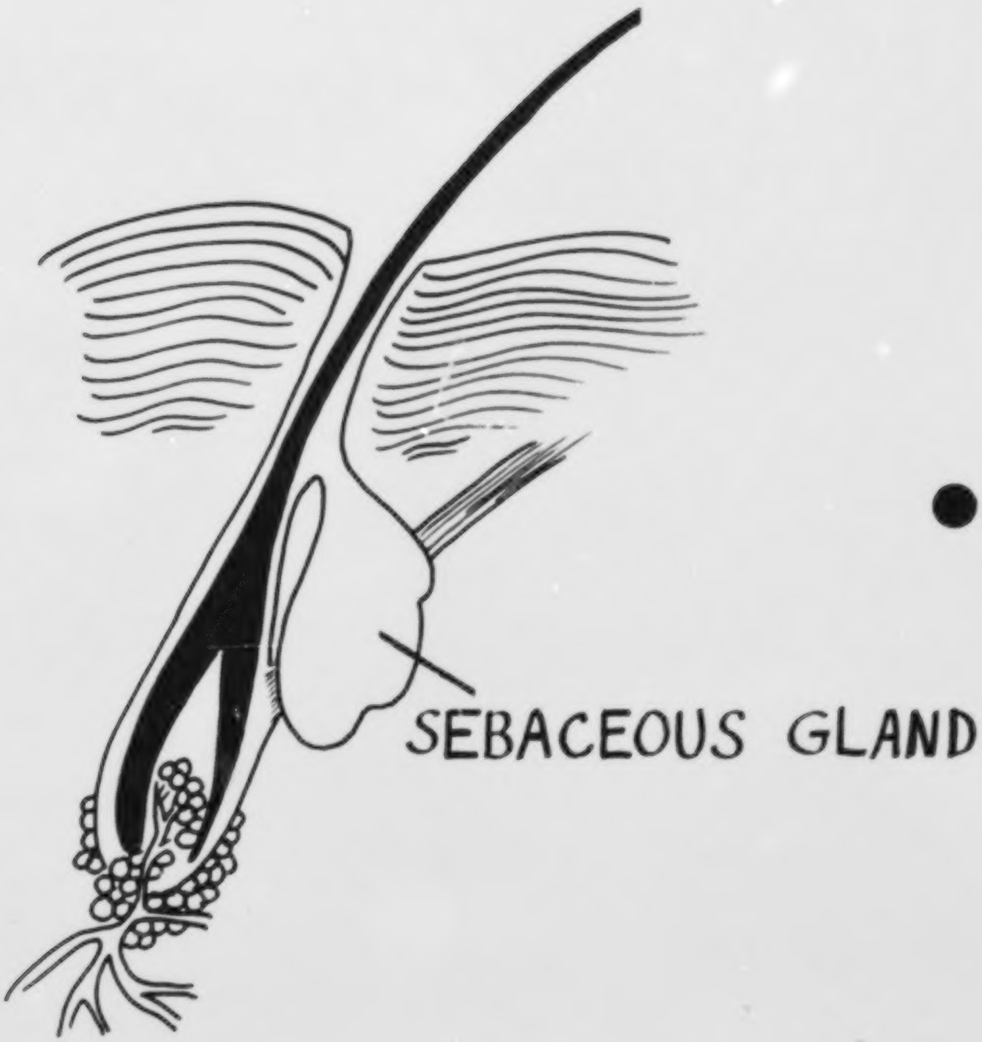
TRANSPARENCY
I.3.4.2.b

ARRECTOR (PILI) MUSCLE


ARRECTOR (PILI)
MUSCLE

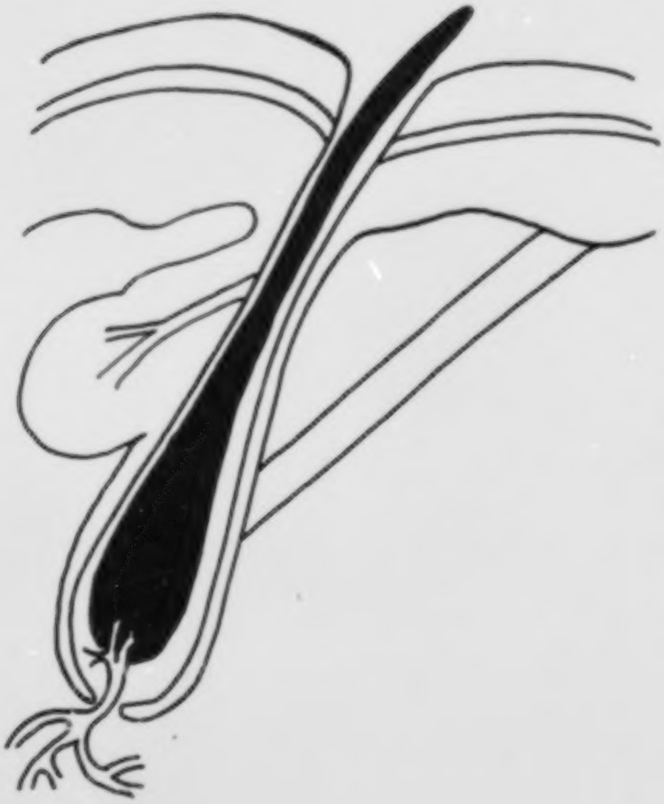
TRANSPARENCY I. 3.4.2.c

SEBACEOUS GLAND


SEBACEOUS GLAND

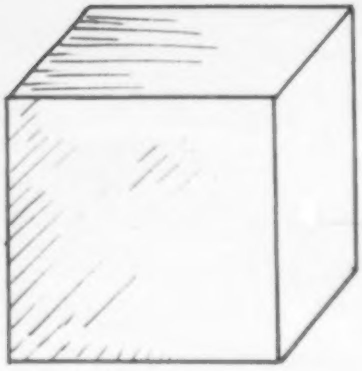
TRANSPARENCY I.3.4.2.d

HAIR AND FOLLICLE



TRANSPARENCY I.3.4.2.e

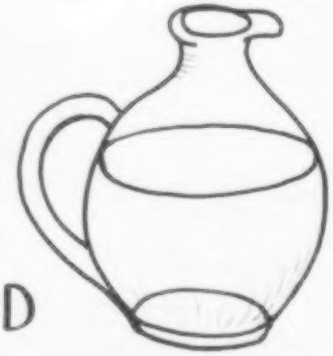
MATTER-Liquid, Solid & Gas



SOLID

WOOD- a solid

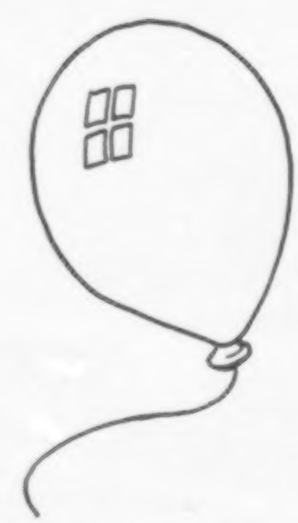
is a definite shape & size.



LIQUID

WATER- a liquid

takes the shape of its container.



GAS

AIR- a gas

is neither a definite size nor shape.

TRANSPARENCY I.3.5.1.a

SIMPLE ELEMENTS

H 1
Hydrogen
1.008

O 8
Oxygen
16.000

C 6
Carbon
12.011

N 7
Nitrogen
14.008

TRANSPARENCY I 3.5.1.b

COMPOUNDS

H_2O WATER

MOLECULAR WEIGHT 18.

HAS DENSITY OF 1.

COLORLESS, TASTELESS AND ODORLESS LIQUID.

BOILS AT SEA LEVEL AT 100° CENTIGRADE (212° FAHRENHEIT).

FREEZES AT 0° C – (32° FAHRENHEIT).

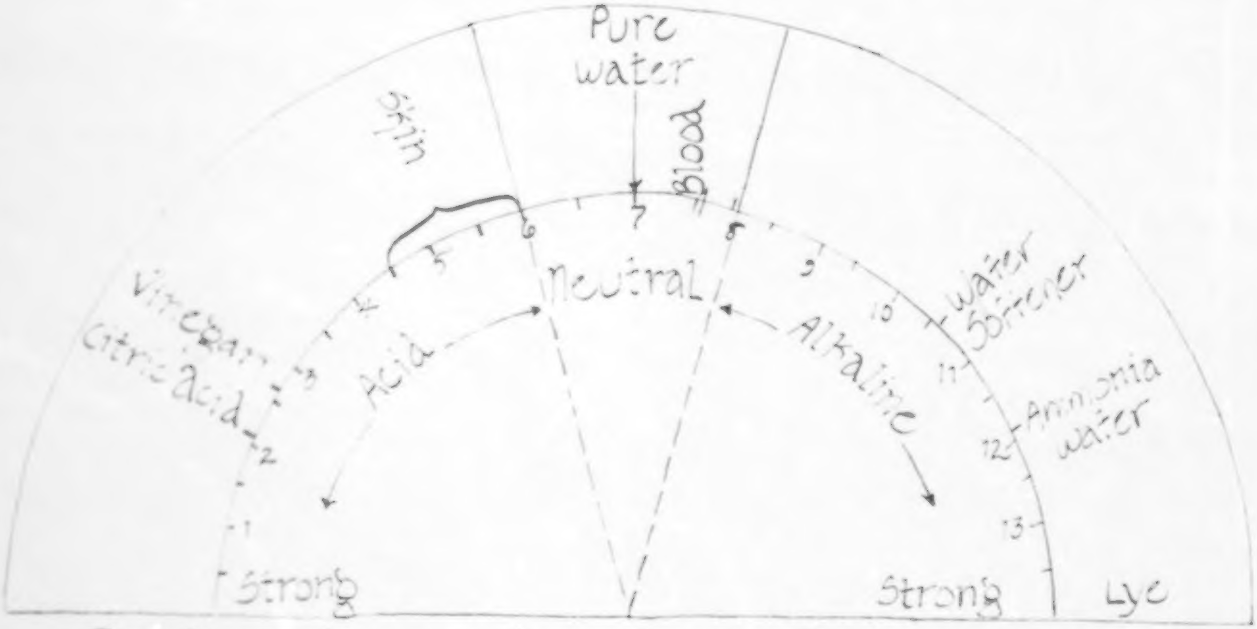
TRANSPARENCY I 3.5.1.c

Acidity and Alkalinity
(the pH scale)

Cold wave solutions
6 to 9.6
Neutralizers
5 to 10

Average pH Values

Soap up to 9.5 satisfactory
Higher unsatisfactory
Shampoos 6 to 10.5
Depilatories 11.5


Pure water
Skin
Blood
Vinegar
Citric Acid
Acid
Neutral
Alkaline
Water Softener
Ammonia water
1
2
3
4
5
6
7
8
9
10
11
12
13
Strong
Strong
Lye

The pH scale goes from 0 to 14. The neutral point is 7.

Transparency I 351. D

TERMINOLOGY OF HAIRSTYLING

1. SHAPING (In hair cutting)
2. SHAPING (In hair styling)
3. DOWN-SHAPING
4. UP-SHAPING
5. SLICING
6. FORWARD CURL
7. REVERSE (Backward) CURL
8. CLOCKWISE
9. COUNTER-CLOCKWISE
10. DIRECTION
11. OVER-DIRECTION
12. UNDER-DIRECTION
13. SCULPTURE CURL
14. OVERLAPPING CURL
15. STAND-UP CURL

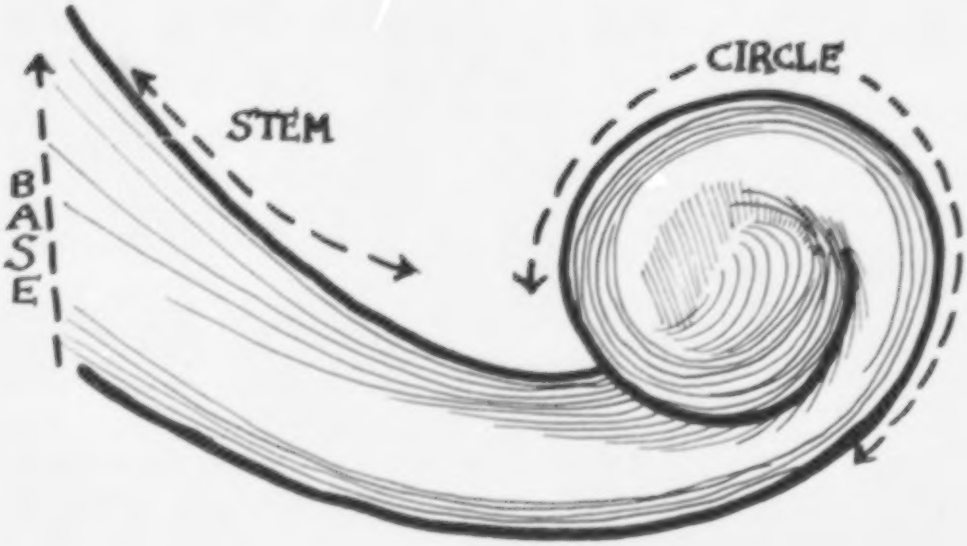
TRANSPARENCY I 4.1.1.a

TERMINOLOGY OF HAIRSTYLING

16. RIDGE CURL
17. PINCURL WAVE
18. FINGER WAVE
19. SKIP WAVE
20. ROLLER CURL
21. STEM
22. STRAND
23. BASE
24. CURL
25. STEM DIRECTION
26. BACK COMBING
27. MOLDING
28. BOUFFANT
29. HAIR-SHAPING PIVOT
30. COIFFURE

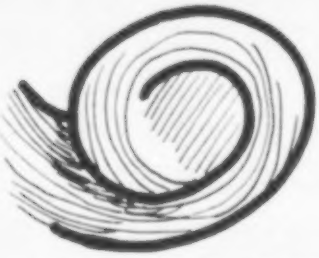
TRANSPARENCY I 4.1.1.b

PARTS OF A CURL

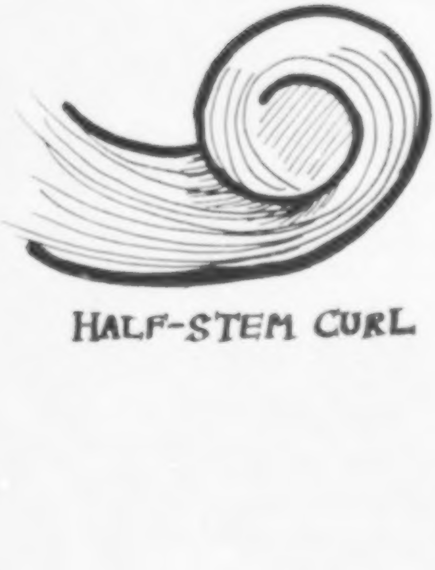

CIRCLE
STEM
BASE

TRANSPARENCY I 4.1.1.c

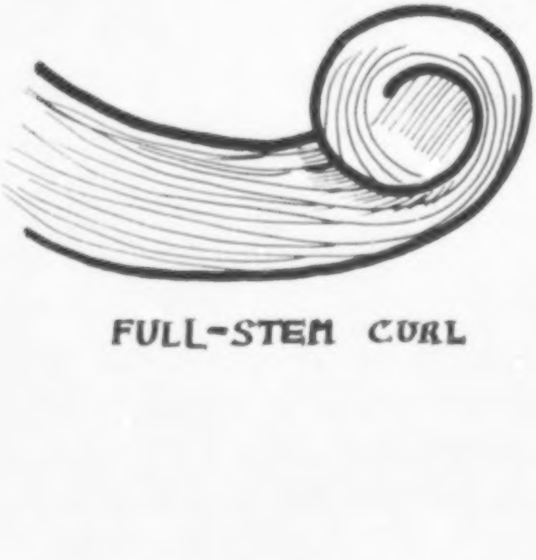
MOBILITY OF A CURL



NO-STEM CURL



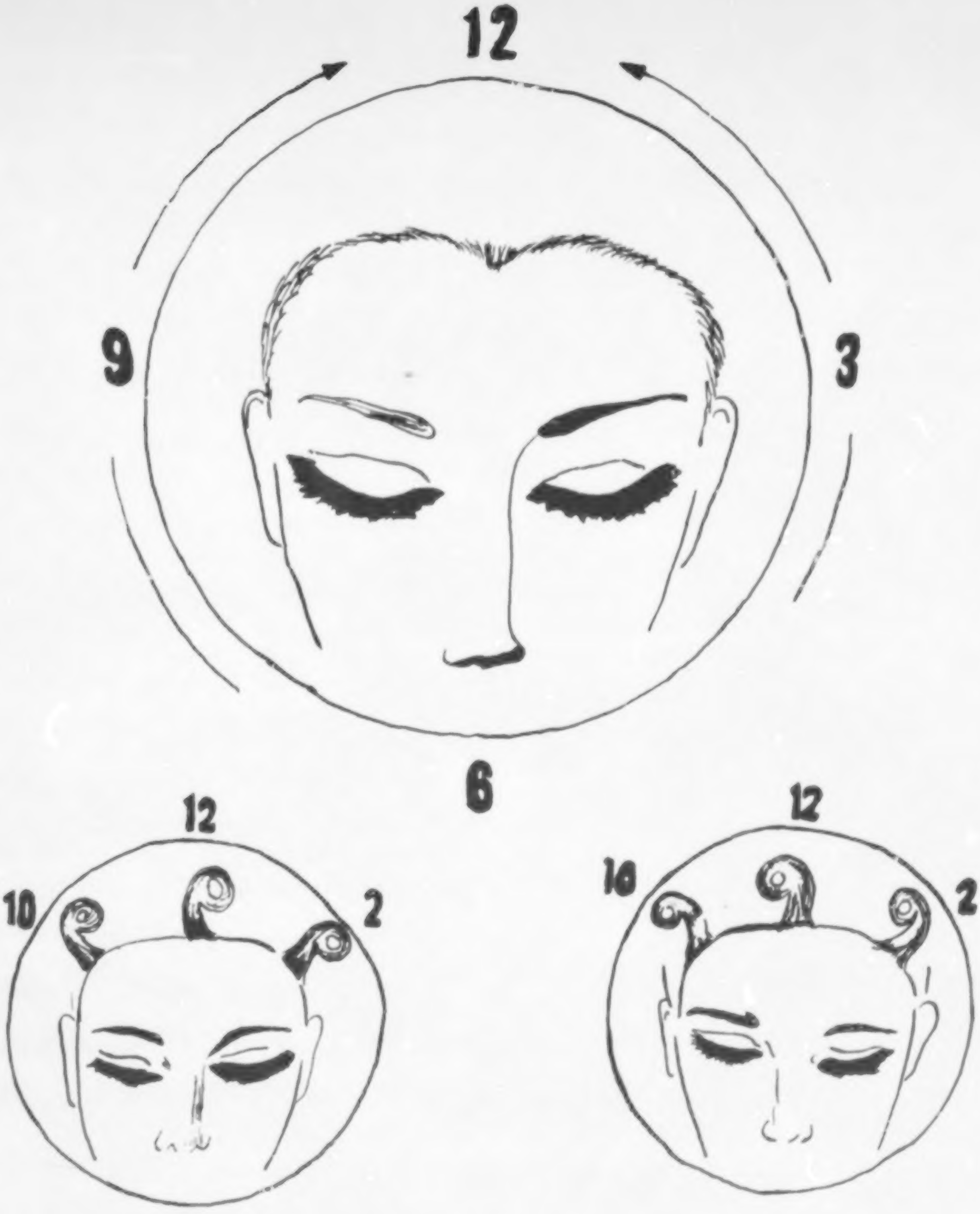
HALF-STEM CURL



FULL-STEM CURL

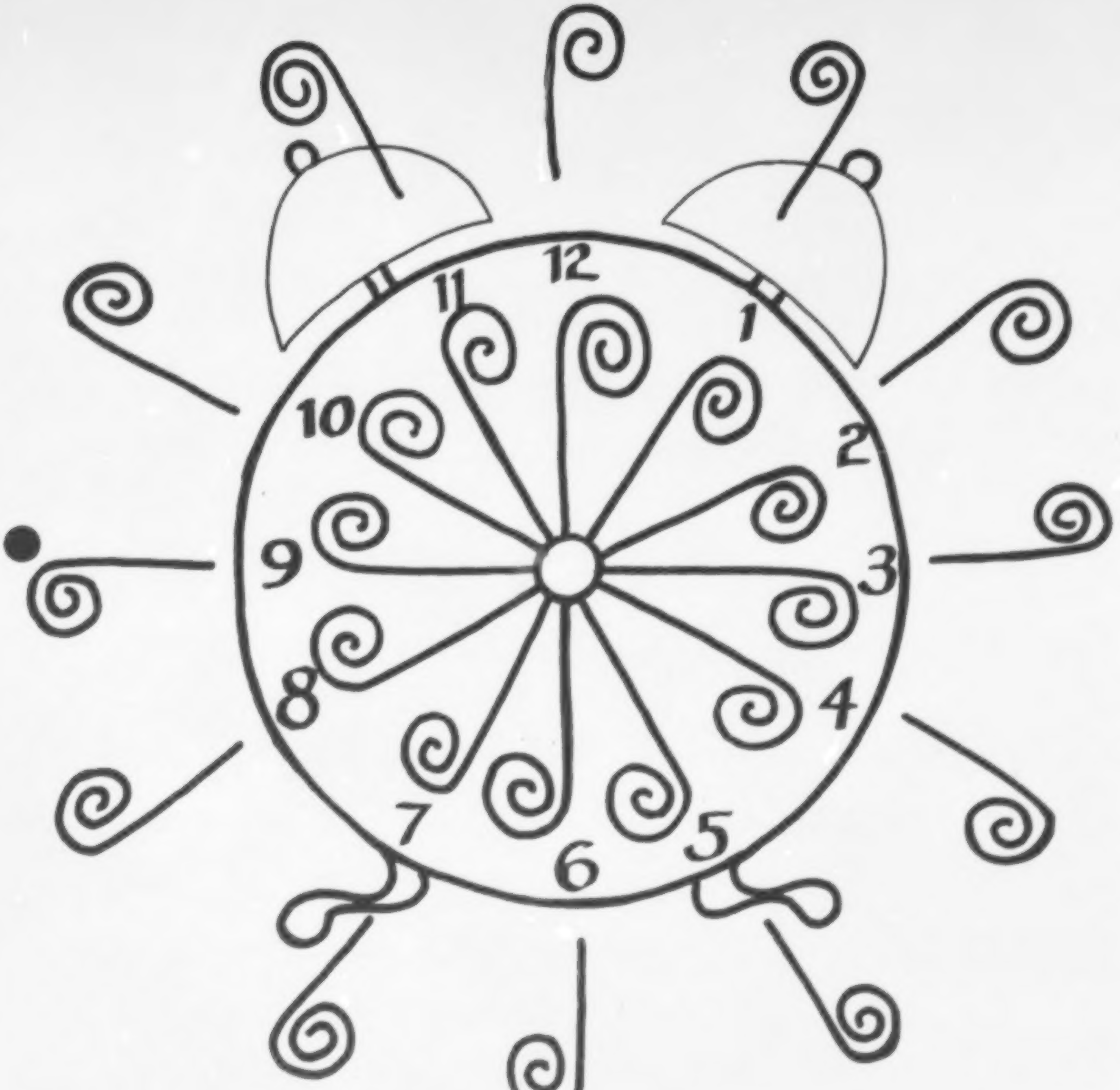
TRANSPARENCY I 4.1.1.d

CLOCKWISE AND COUNTERCLOCKWISE CURLS


12
9
3
6
12
10
2
12
10
2

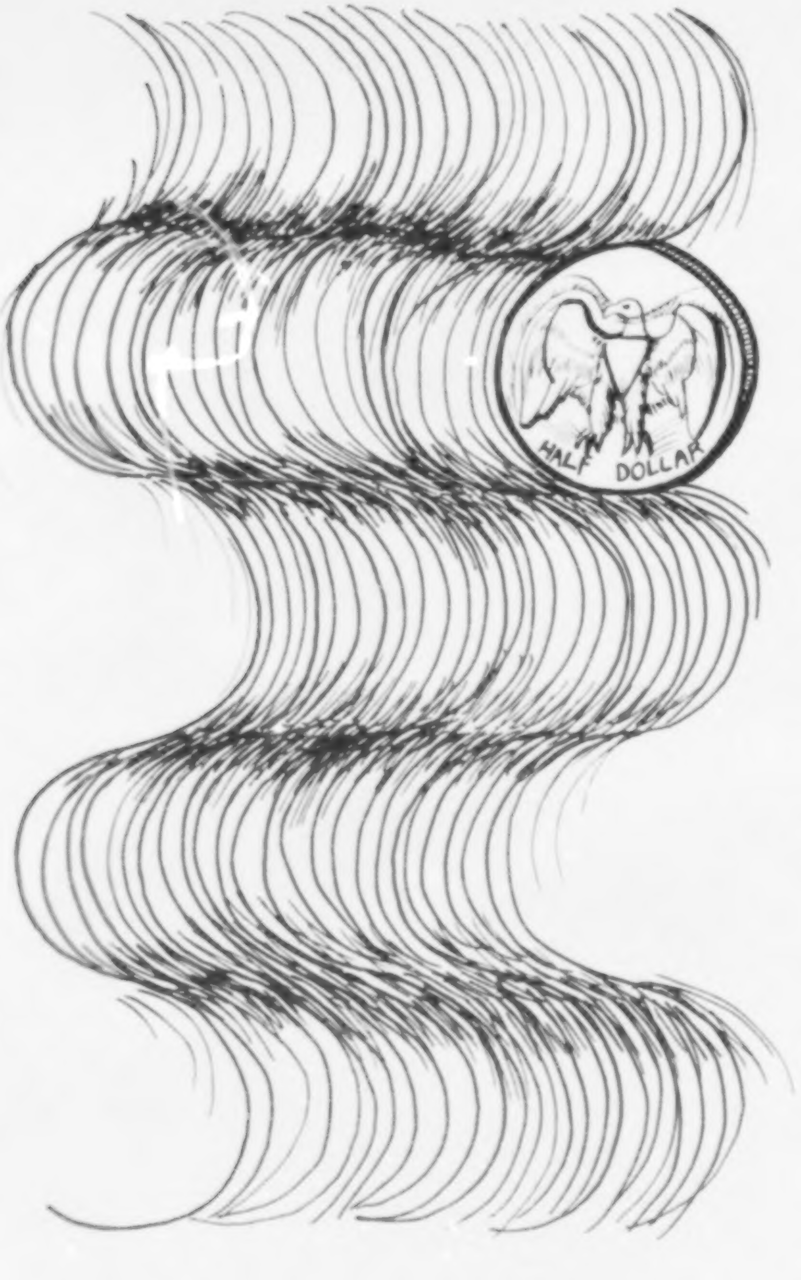
TRANSPARENCY I 4.1.3.A.

O'CLOCK CURLS


12
11
1
10
2
9
3
8
4
7
5
6

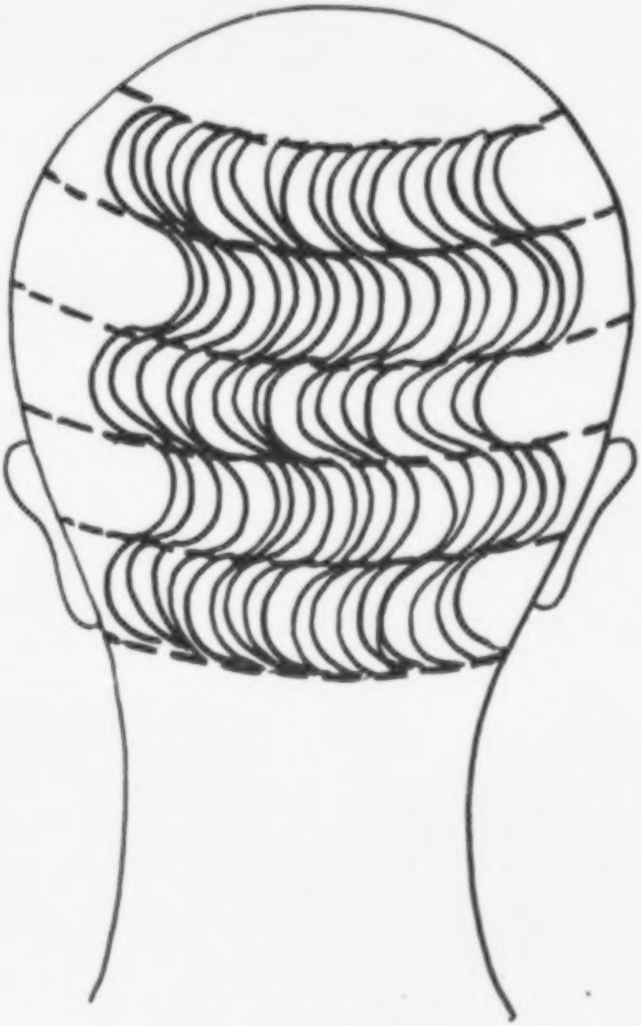
TRANSPARENCY I 4.1.3.b

PINCURL IN RELATION TO FINGERWAVING


HALF DOLLAR

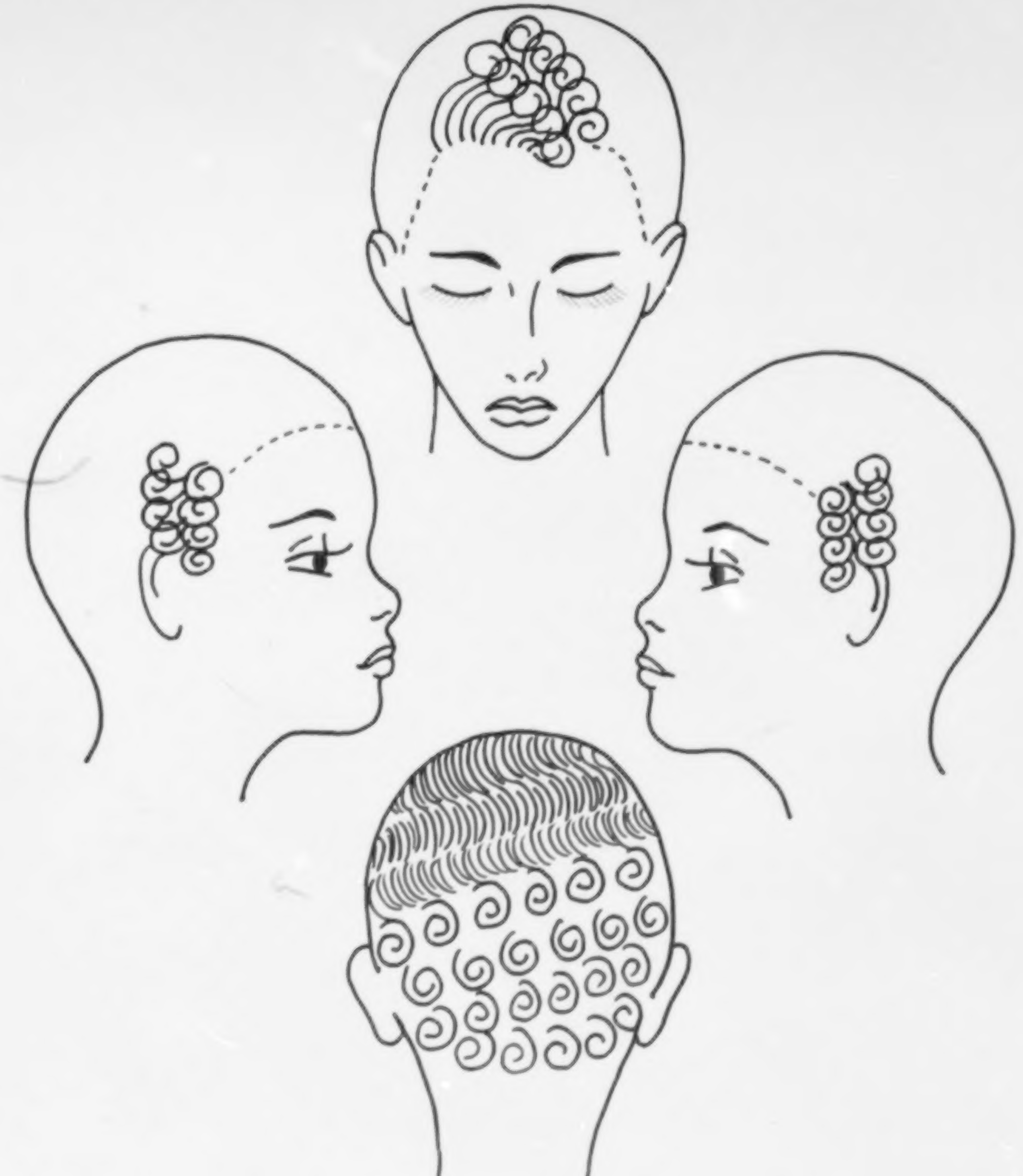
TRANSPARENCY I.4.2.1.a

FINGERWAVING
BACK OF HEAD



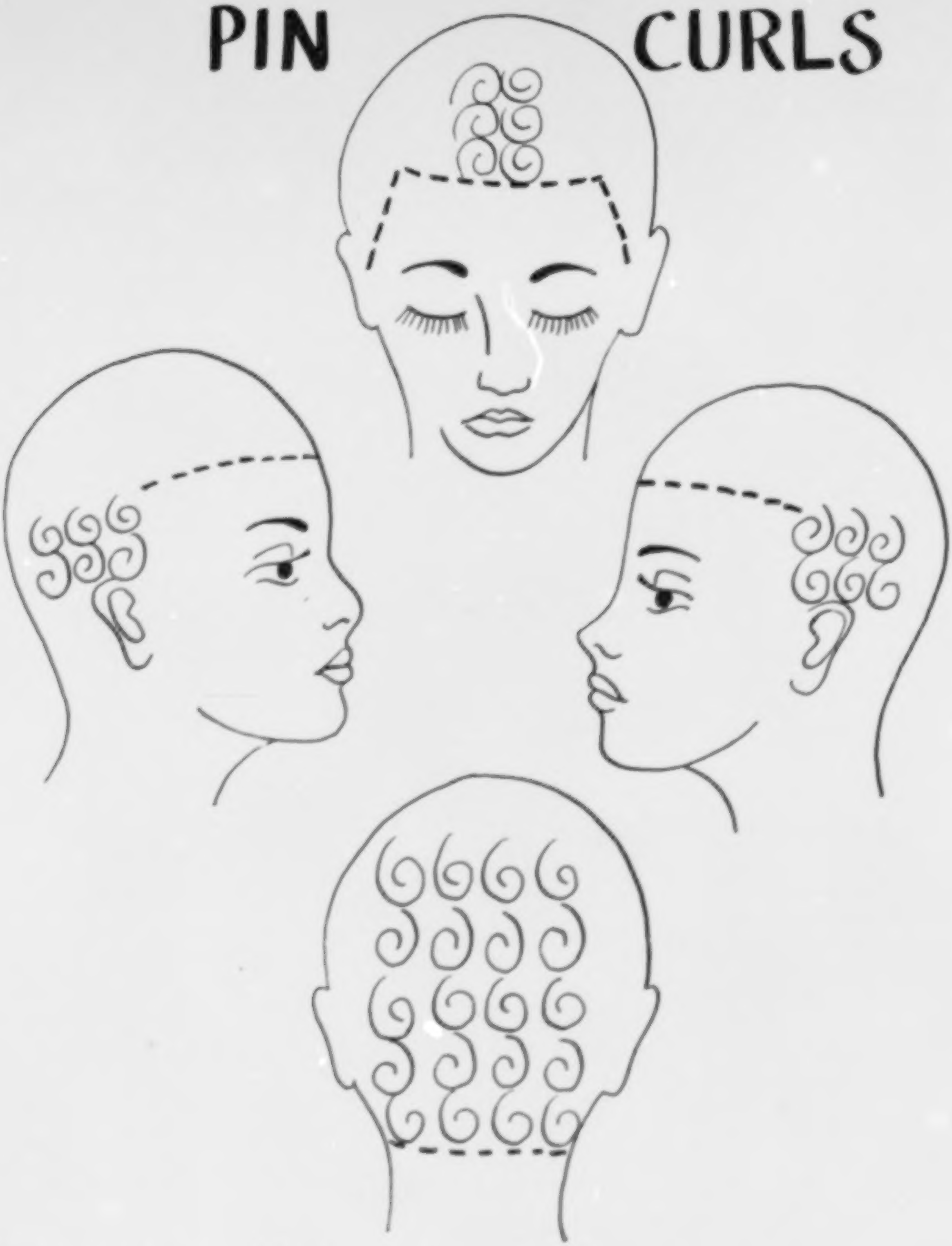
TRANSPARENCY I 4.2.2

SET USING FINGERWAVE & MAYPOLE CURLS



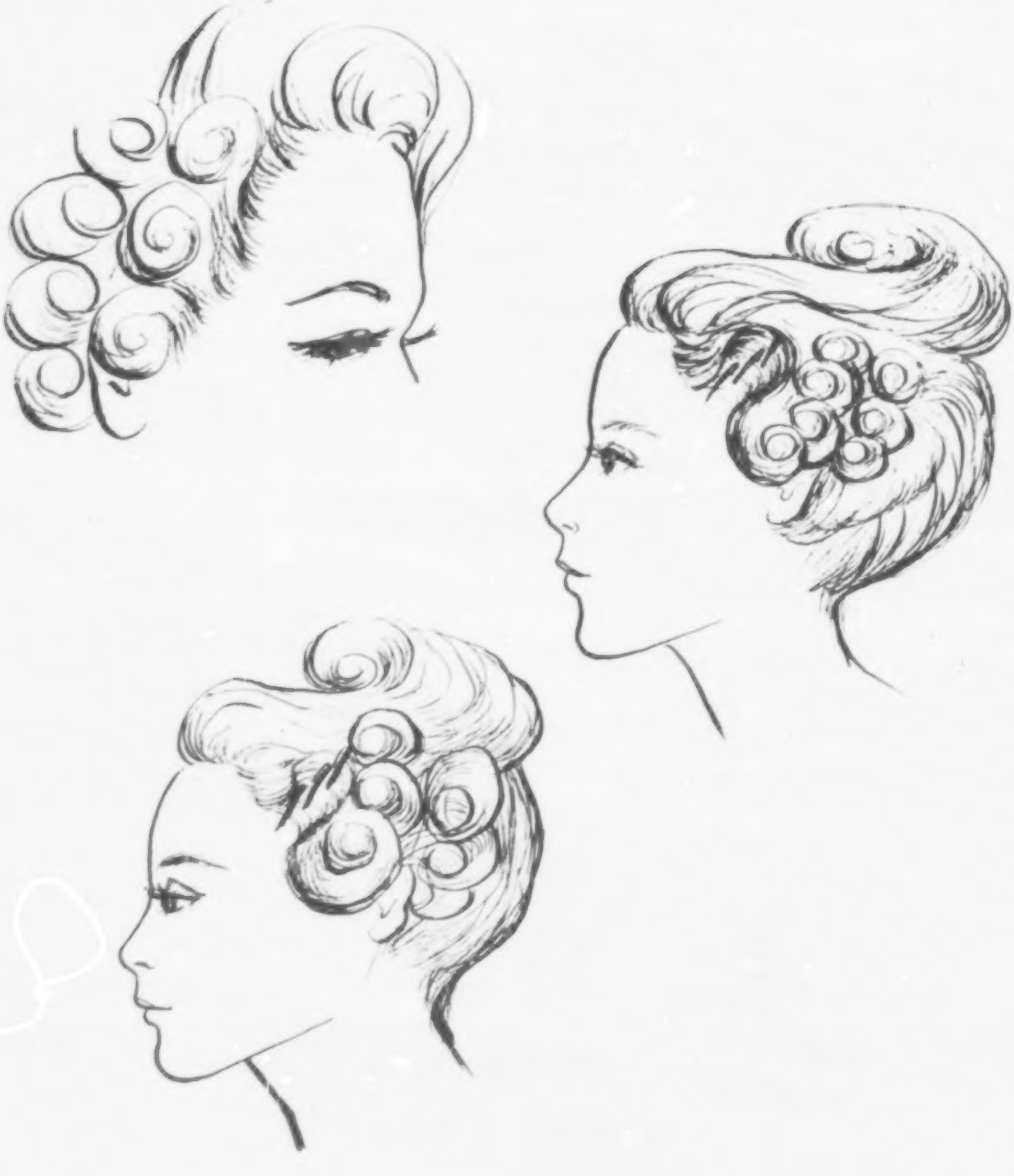
TRANSPARENCY I 4.2.3

WAVES DONE WITH PIN CURLS



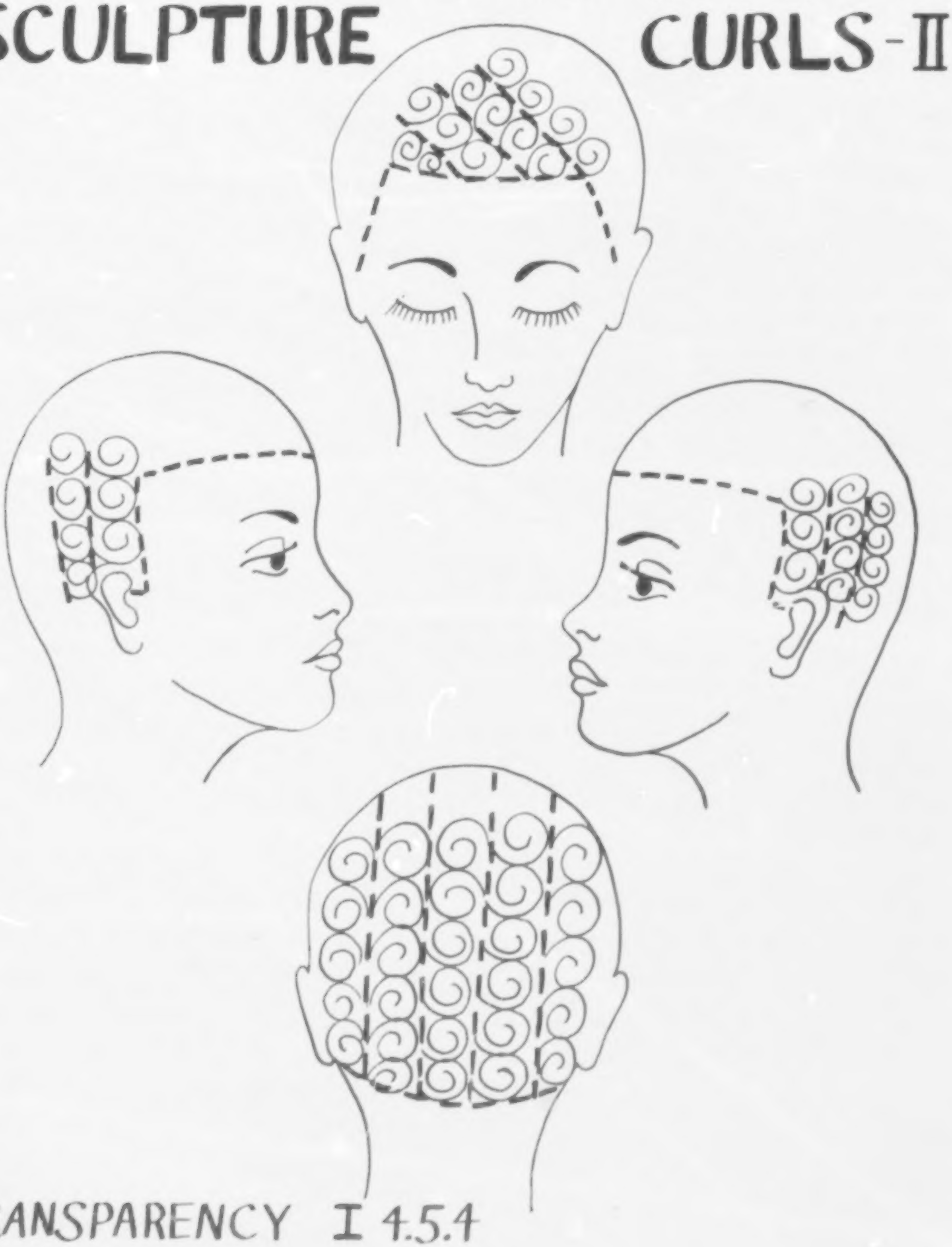
TRANSPARENCY I 4.4.3

WAVES DONE WITH SCULPTURE CURLS-I



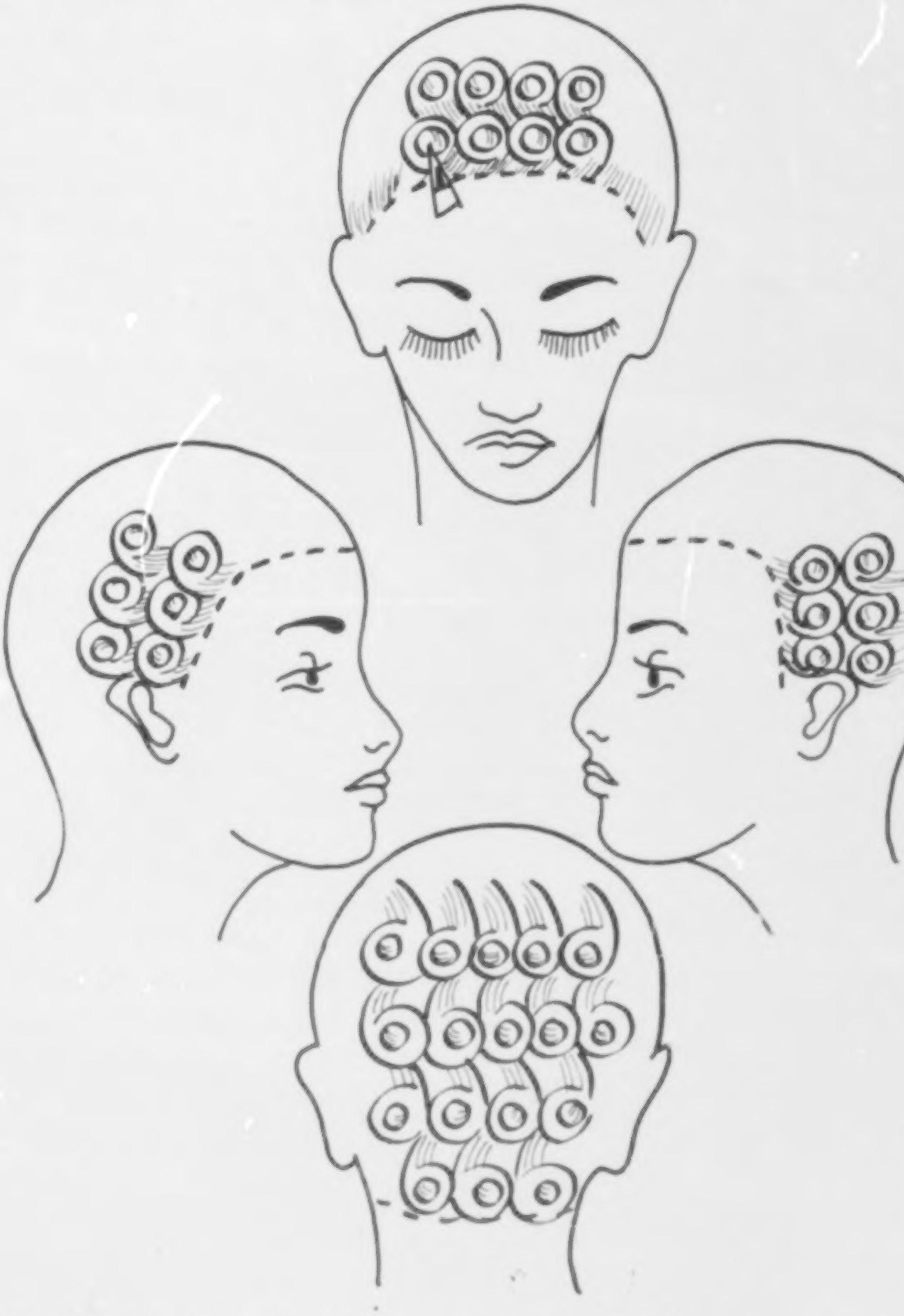
TRANSPARENCY I 4.5.3.

WAVES DONE WITH SCULPTURE CURLS-II



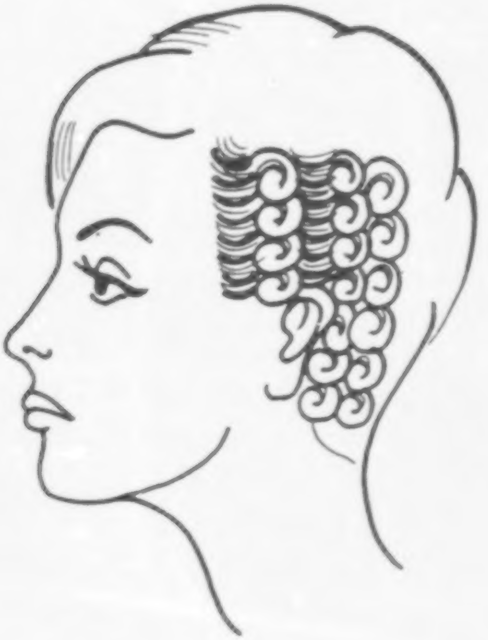
TRANSPARENCY I 4.5.4

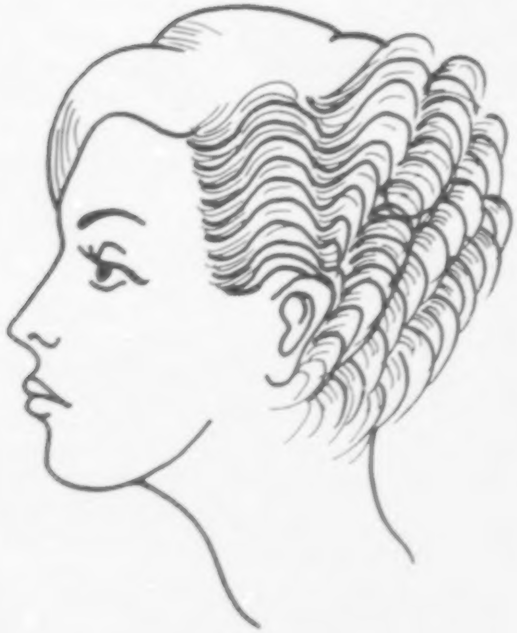
SEMI-STANDUP CURLS



TRANSPARENCY I 4.5.5

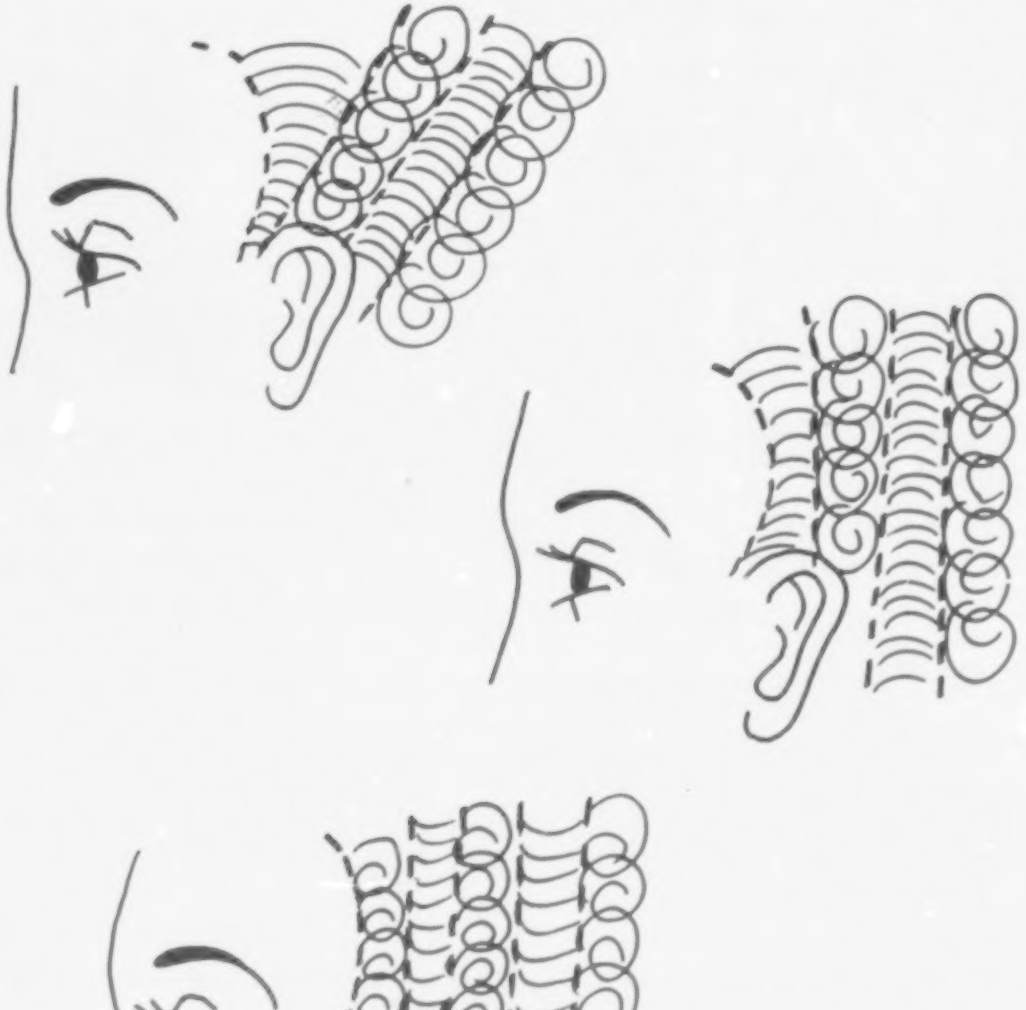
SKIP WAVE





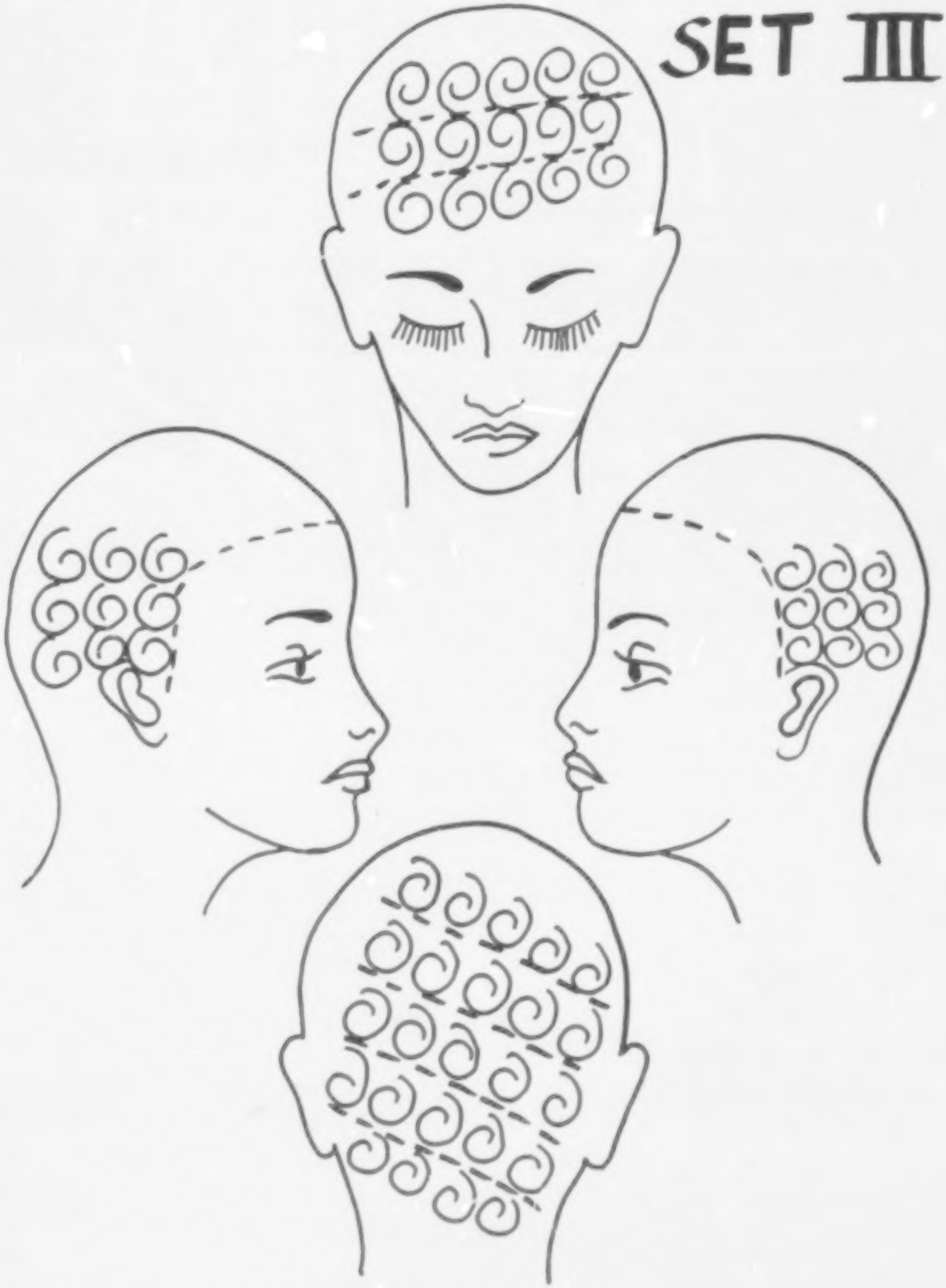
TRANSPARENCY I 4.5.6

THE SKIP-WAVE SET



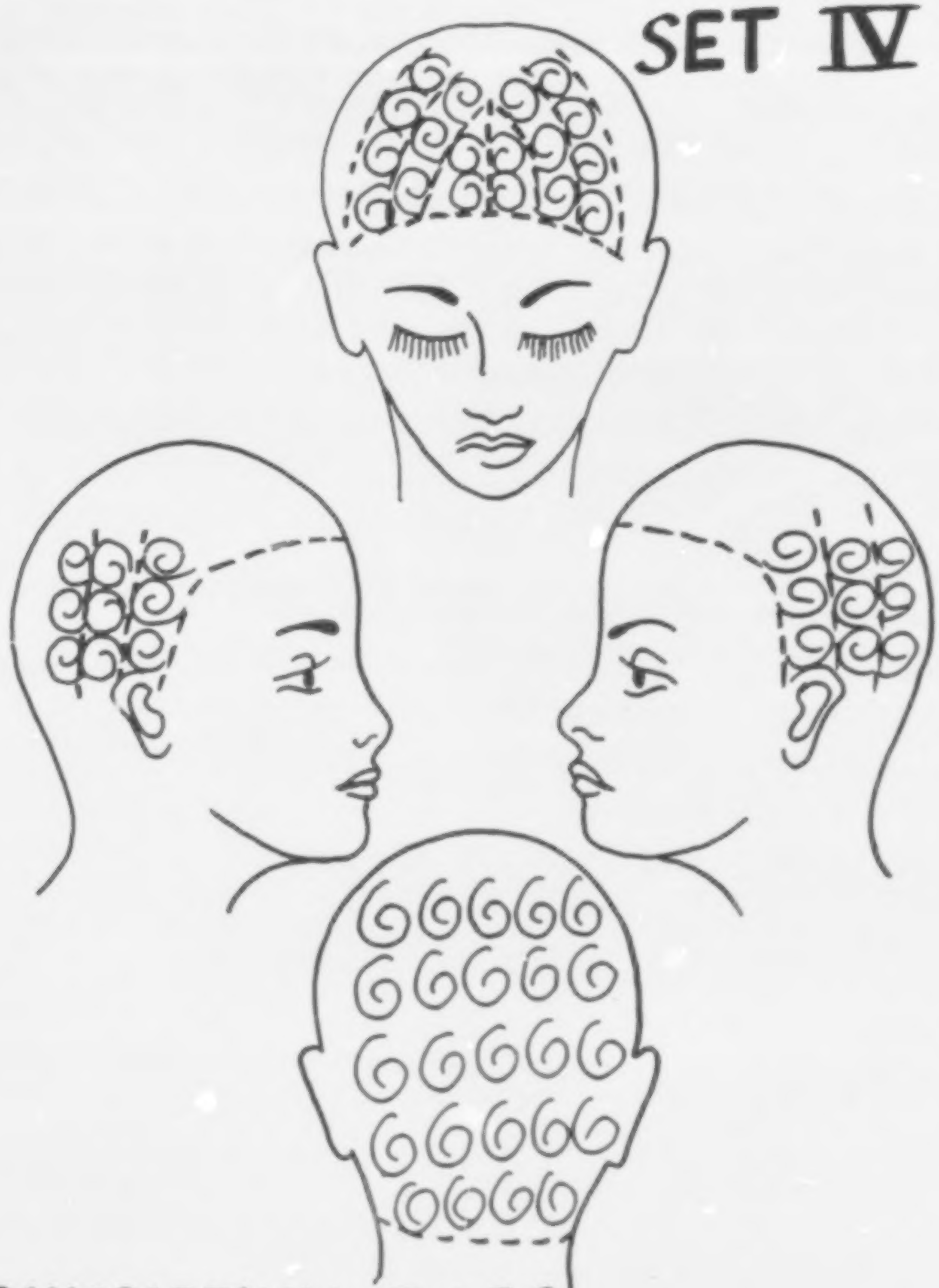
TRANSPARENCY I.4.5.7.

SCULPTURE CURLS
SET III



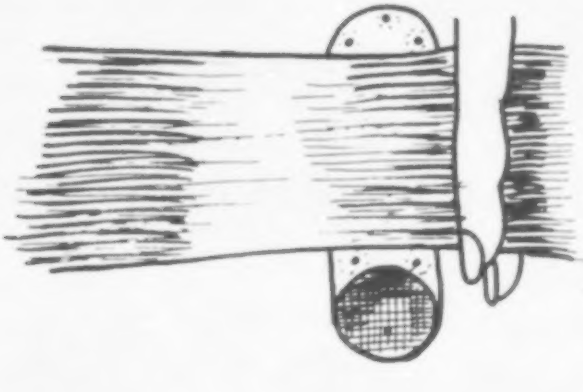
TRANSPARENCY I 4:5.8

SCULPTURE CURLS
SET IV

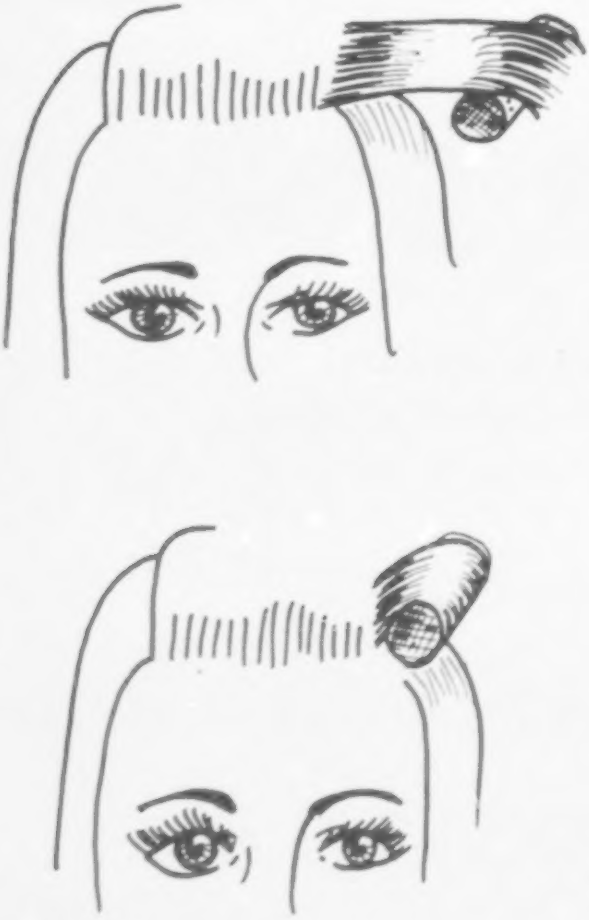


TRANSPARENCY I 4.5.9

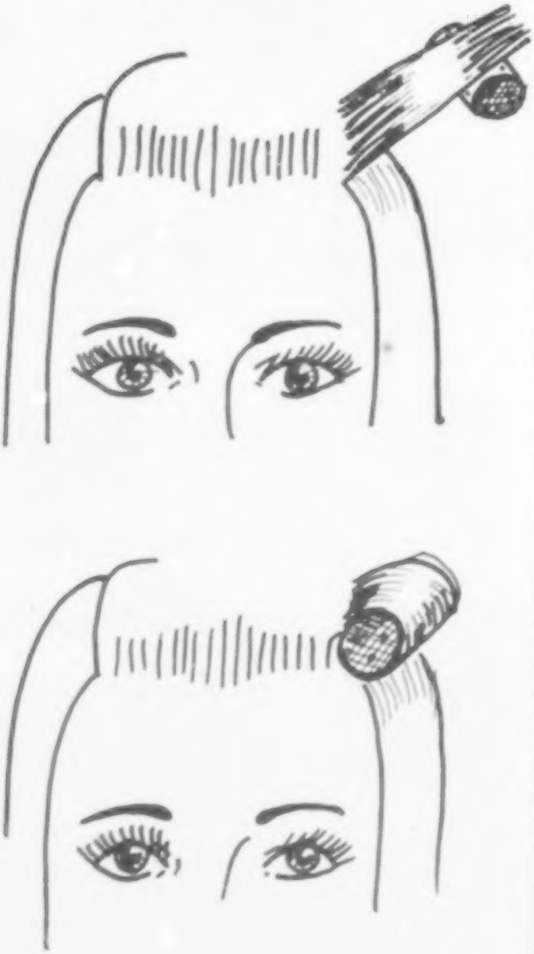
HOW TO USE A ROLLER



DRAPE ROLLER

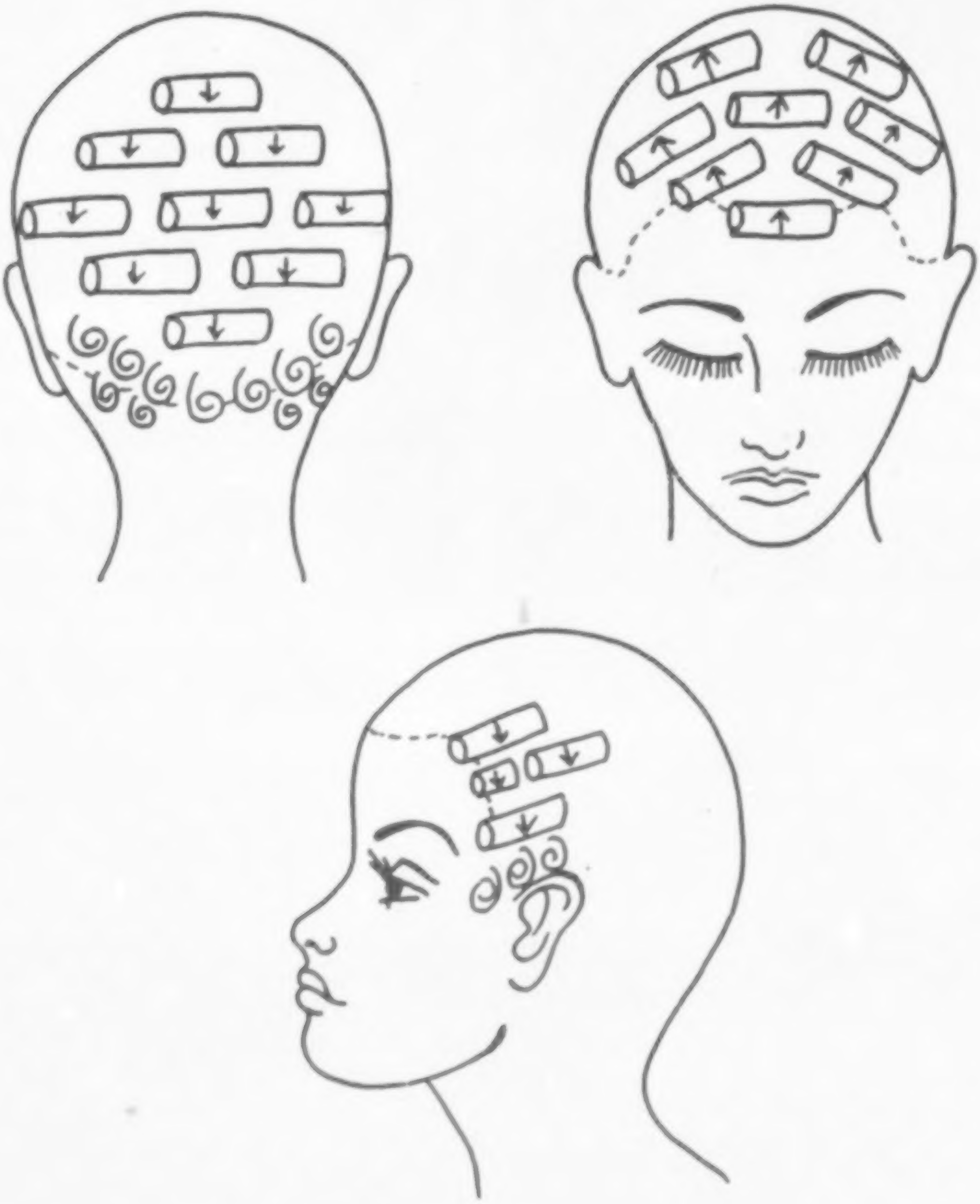


LIFT ACTION



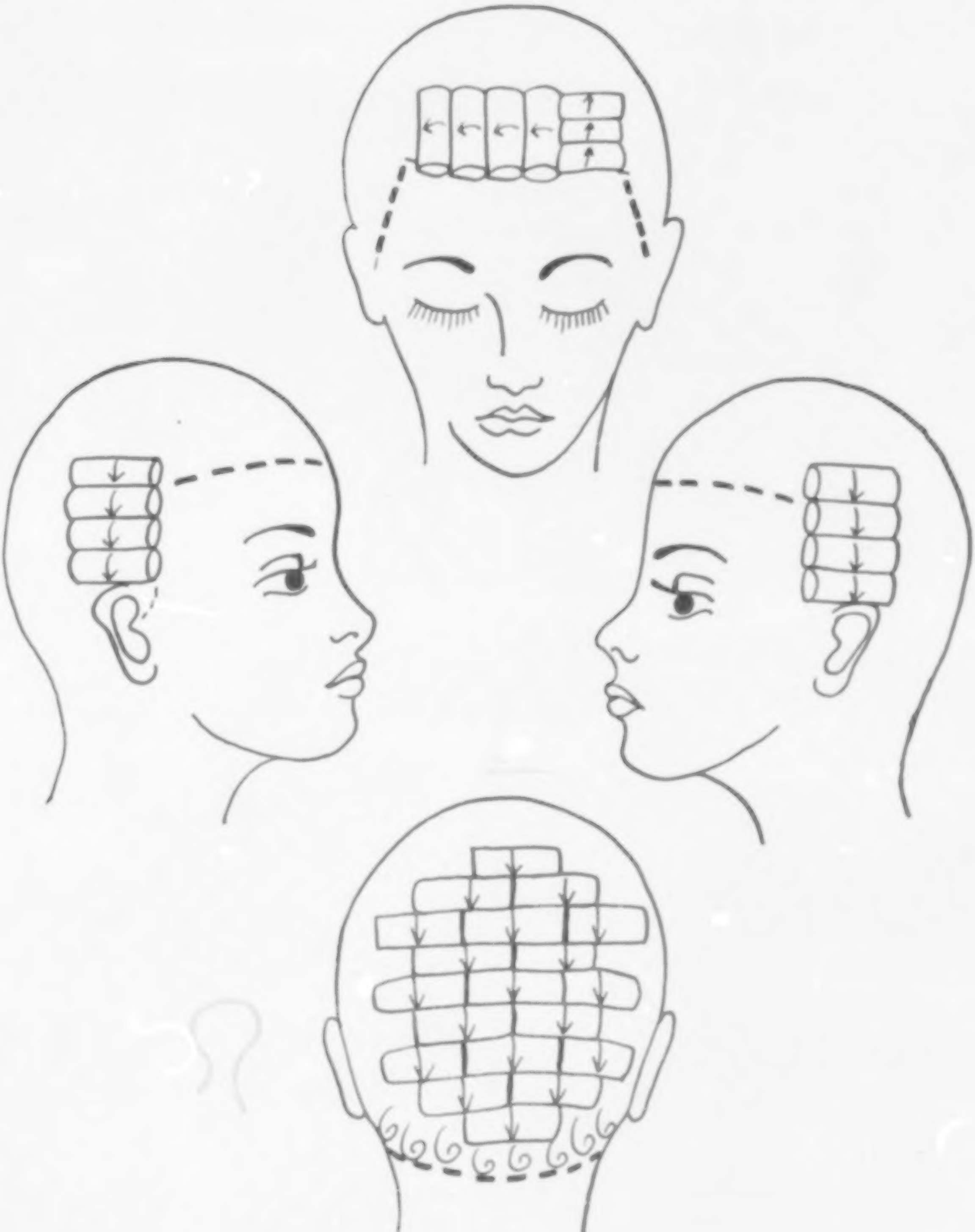
TRANSPARENCY I 4.6.1

THE ROLLER SET-I



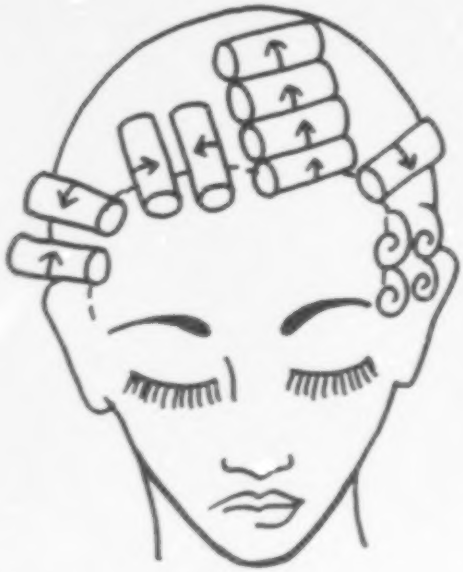
TRANSPARENCY I.4.6.2

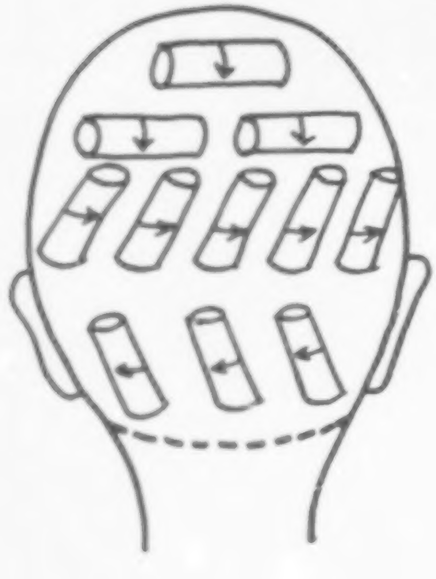
ROLLER SET - II

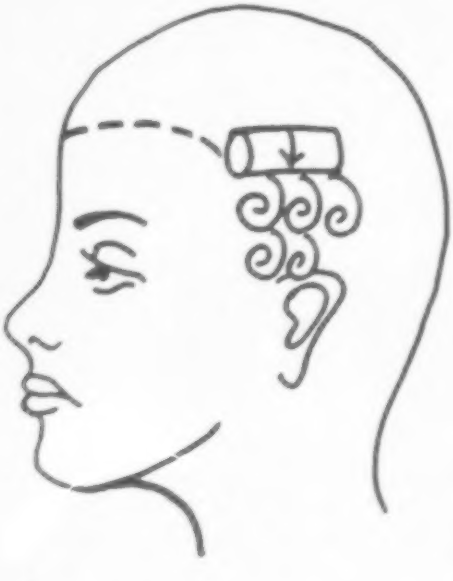


TRANSPARENCY I 4.6.3

ROLLER SET III

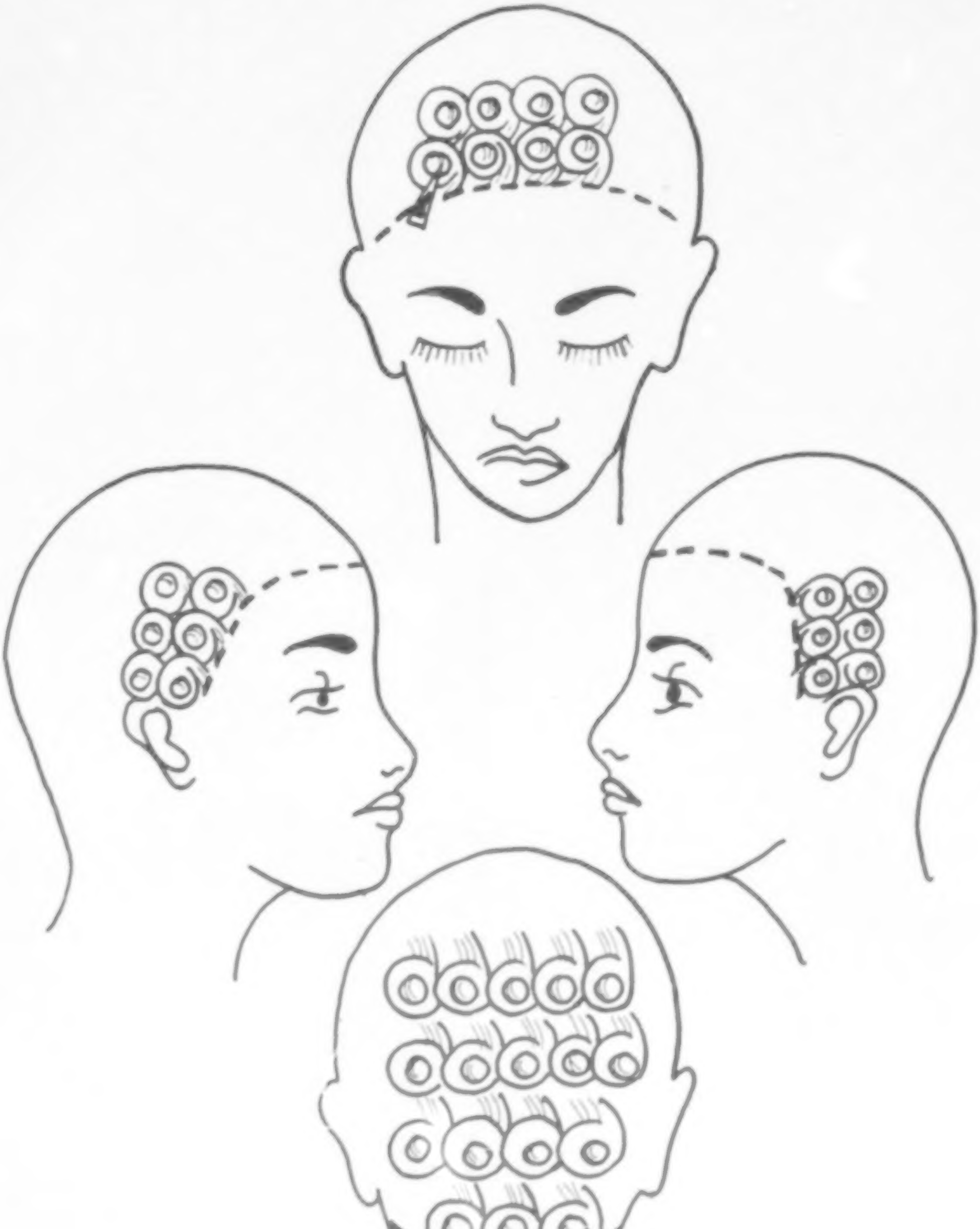






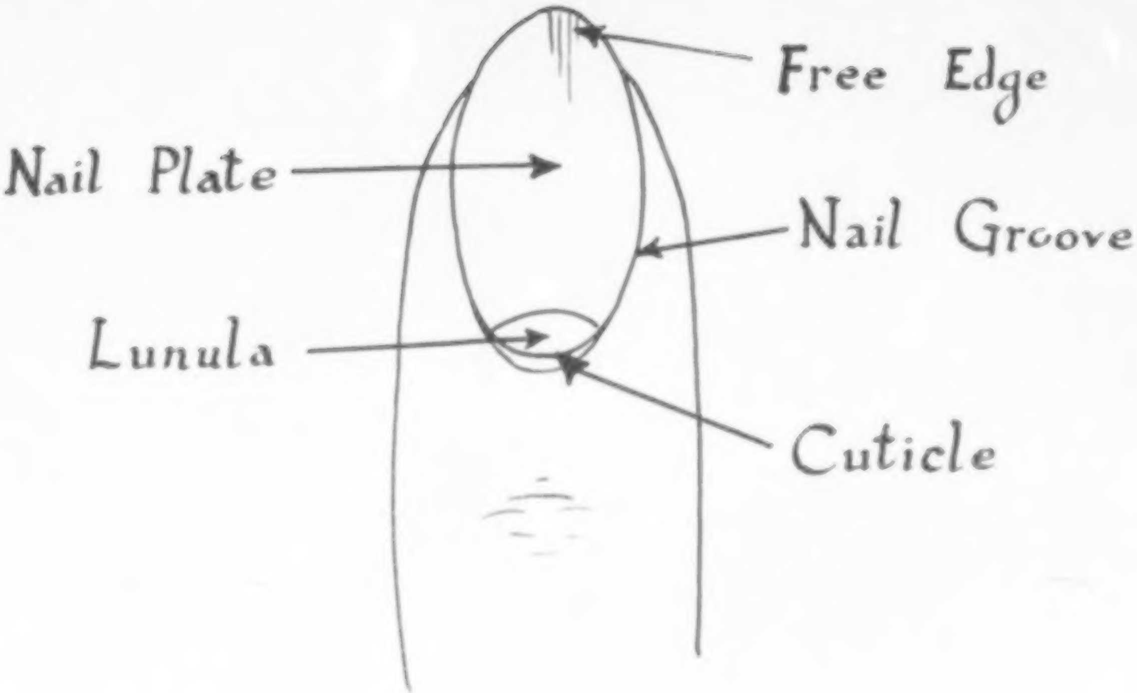
TRANSPARENCY I 4.6.4.

STANDUP CURLS



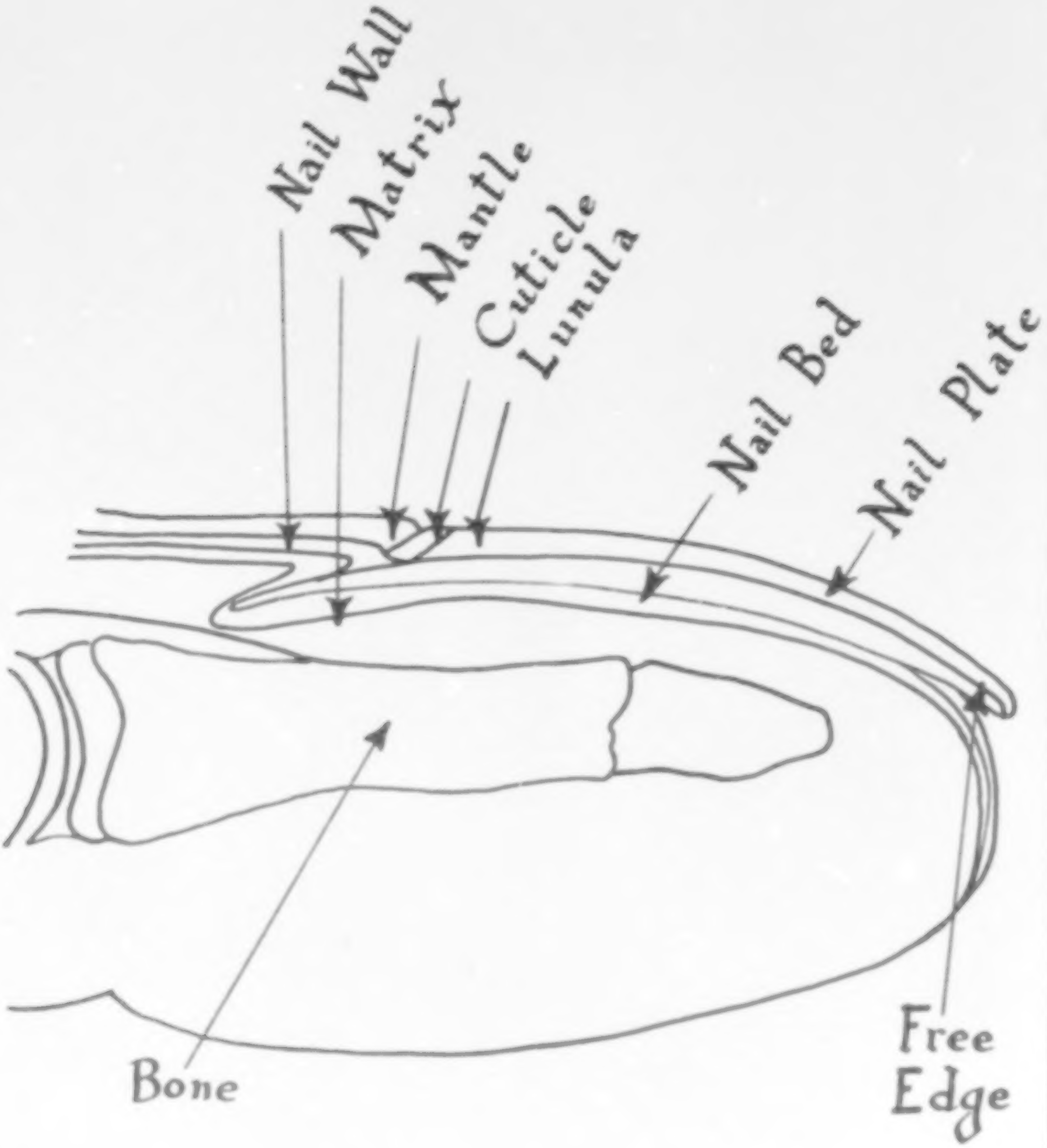
TRANSPARENCY I 4.7.1

PRINCIPAL PARTS OF THE NAIL


Free Edge
Nail Plate
Nail Groove
Lunula
Cuticle

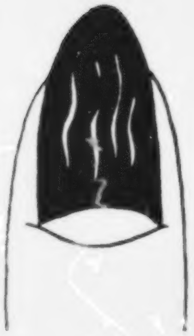
TRANSPARENCY I 5.1.1.A

COMPONENT PARTS OF THE NAIL

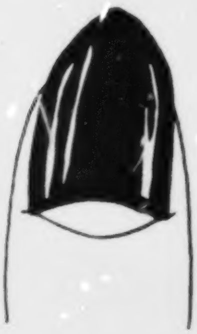

Nail Wall
Matrix
Mantle
Cuticle
Lunula
Nail Bed
Nail Plate
Bone
Free Edge

TRANSPARENCY I 5.1.1.B

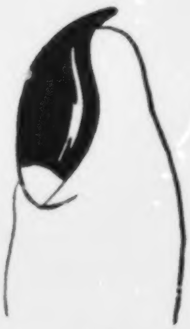
NAIL IRREGULARITIES



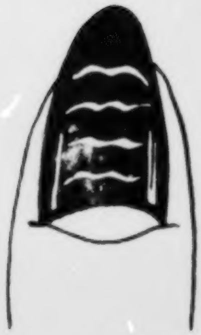
CORRUGATIONS



BLUE NAIL



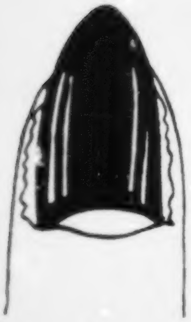
EGGSHELL NAIL



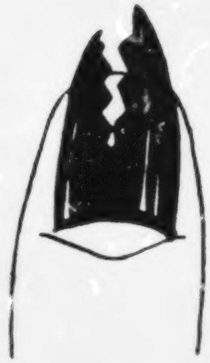
LONGITUDINAL FURROWS

TRANSPARENCY I 5.1.2.A.

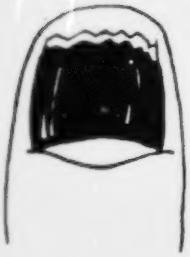
NAIL IRREGULARITIES



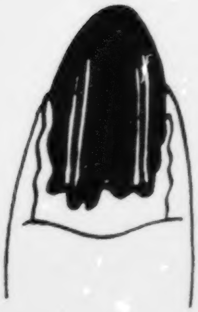
HANGNAILS



ONYCHORRHEXIS



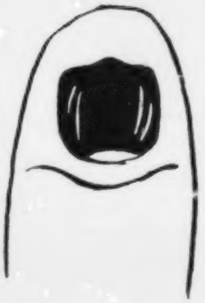
ONYCHOPHAGY



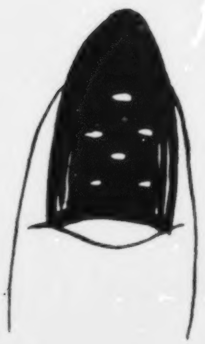
PTERYGIUM

TRANSPARENCY I 5.1.2.B.

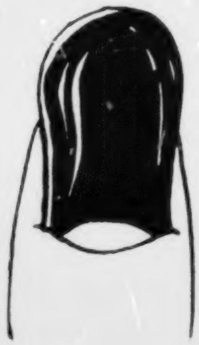
NAIL IRREGULARITIES



ONYCHATROPHIA



LEUCONYCHIA



ONYCHAUXIS

TRANSPARENCY I 5.1.2.c.

Pronounciation of Diseases of the Nails

Onychomycosis	On-e-Ko-mī-Ko'-sis
Tinea Unguium	Tin'-e-ah Ung'-gwe-um
Paronychia	Par-o-nik'-e-ah
Onychoptosis	On-e-Kop-to'-sis
Onychophyma	On-e-Ko-fī-mah
Onychocryptosis	On-ik-o-Krip-to'-sis
Onychogryposis	On-e-ko-gri-po'-sis
Onycholysis	On-e-kol'-i-sis
Onychophosis	On-e-Ko-fo'-sis

Transparency I 5.1.3.A

DISEASES OF THE NAIL

ONYCHOMYCOSIS
(ON-E-KO-MI-KO-SIS)

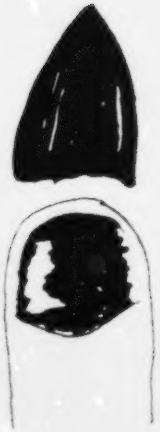
TINEA
(TIN-E-AH)

UNGUIUM
(UNG-GWE-UM)

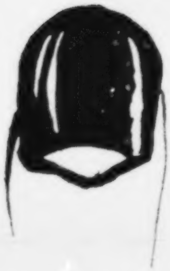
PARONYCHIA
(PAR-O-NIK-E-AH)

TRANSPARENCY I 5.1.3.B.

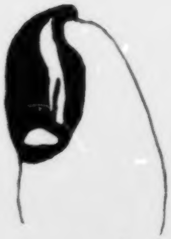
DISEASES OF THE NAIL



ONYCHOPTOSIS
(ON-E-KOP-TO-SIS)



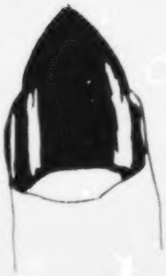
ONYCHOPHYMA
(ON-E-KO-FI-MAH)



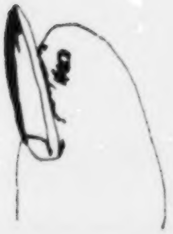
ONYCHOCRYPTOSIS
(ON-IK-O-KRIP-TO'-SIS)

TRANSPARENCY I. 5.1.3.c.

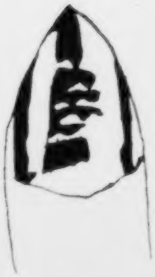
DISEASES OF THE NAIL



ONYCHOGRYPOSIS
(ON-E-KO-GRI-PO-SIS)

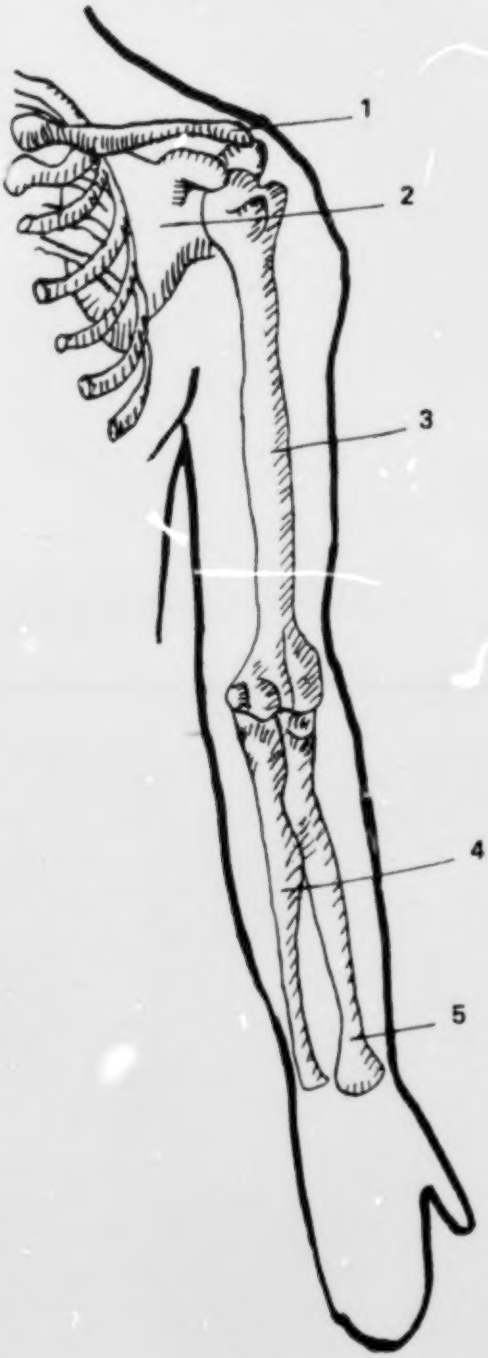


ONYCHOLYSIS
(ON-E-KOL-I-SIS)



ONYCHOPHOSIS
(ON-E-KO-FO-SIS)

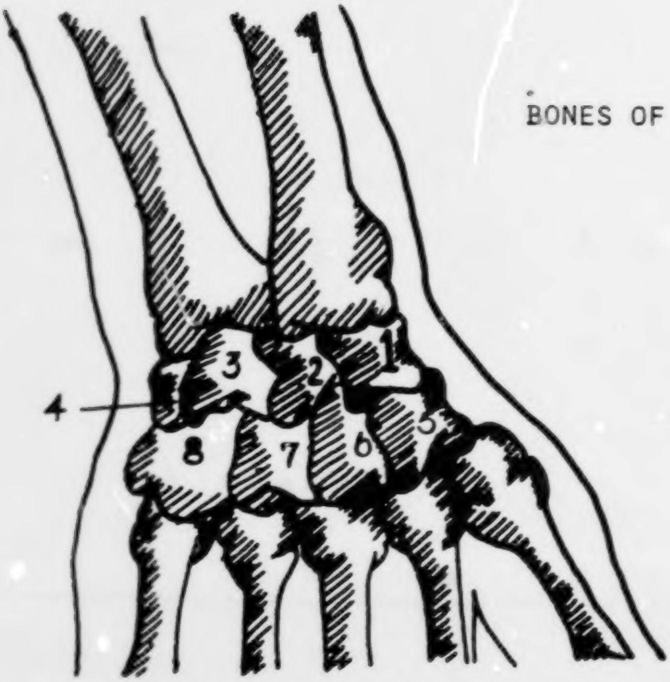
TRANSPARENCY I. 5.1.3.D.



BONES OF THE ARM

1. CLAVICLE
2. SCAPULA
3. HUMERUS
4. ULNA
5. RADIUS

TRANSPARENCY I. 5.2.1.A.

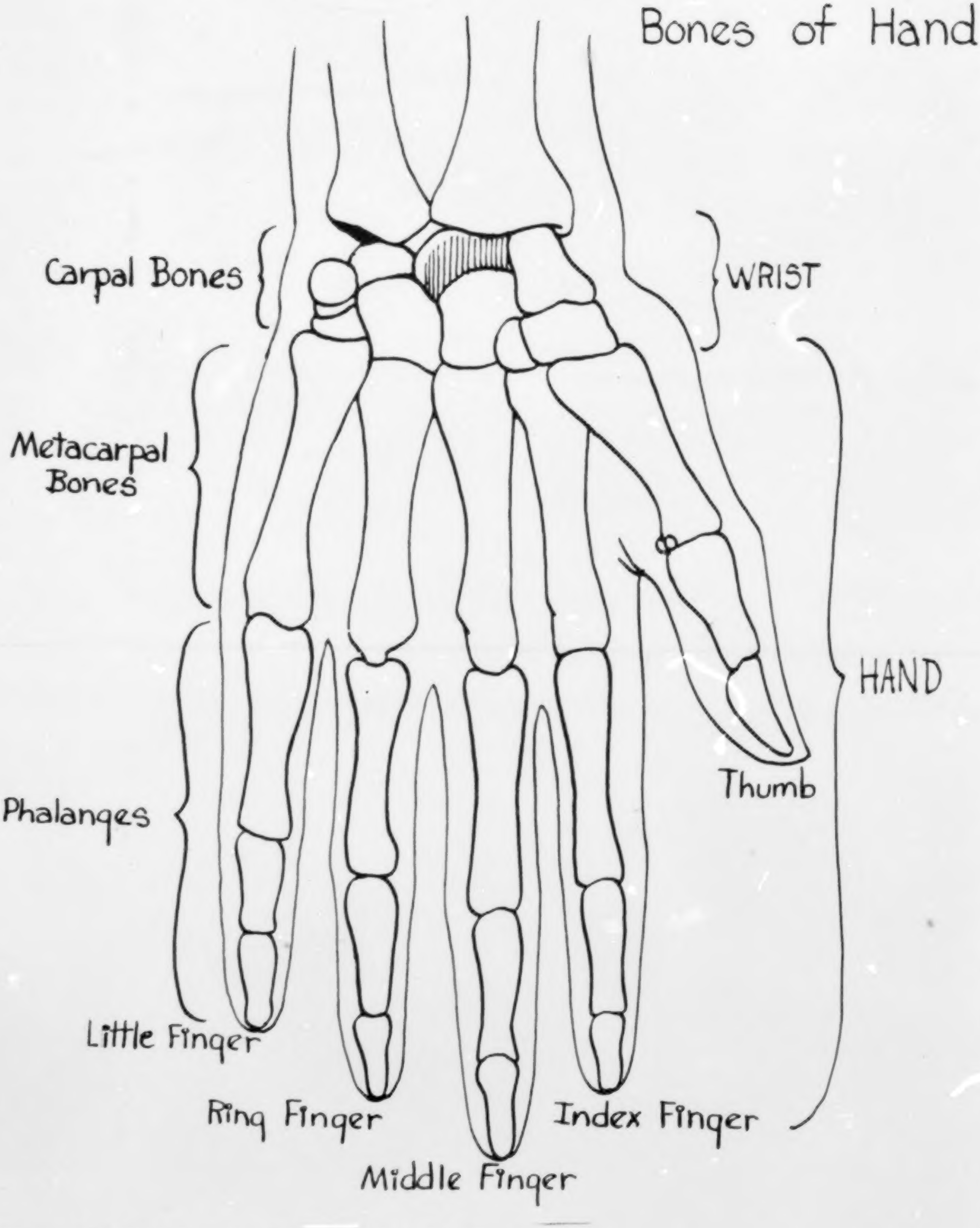


BONES OF WRIST

1. NAVICULAR (SCAPHOID)
2. LUNATE (SEMILUNAR)
3. TRIANGULAR (CUNEIFORM)
4. PISIFORM
5. GREATER MULTANGULAR (TRAPEZUIM)
6. LESSER MULTANGULAR (TRAPEZOID)
7. CAPITATE (OS MAGNUM)
8. HAMATE (UNCIFORM)

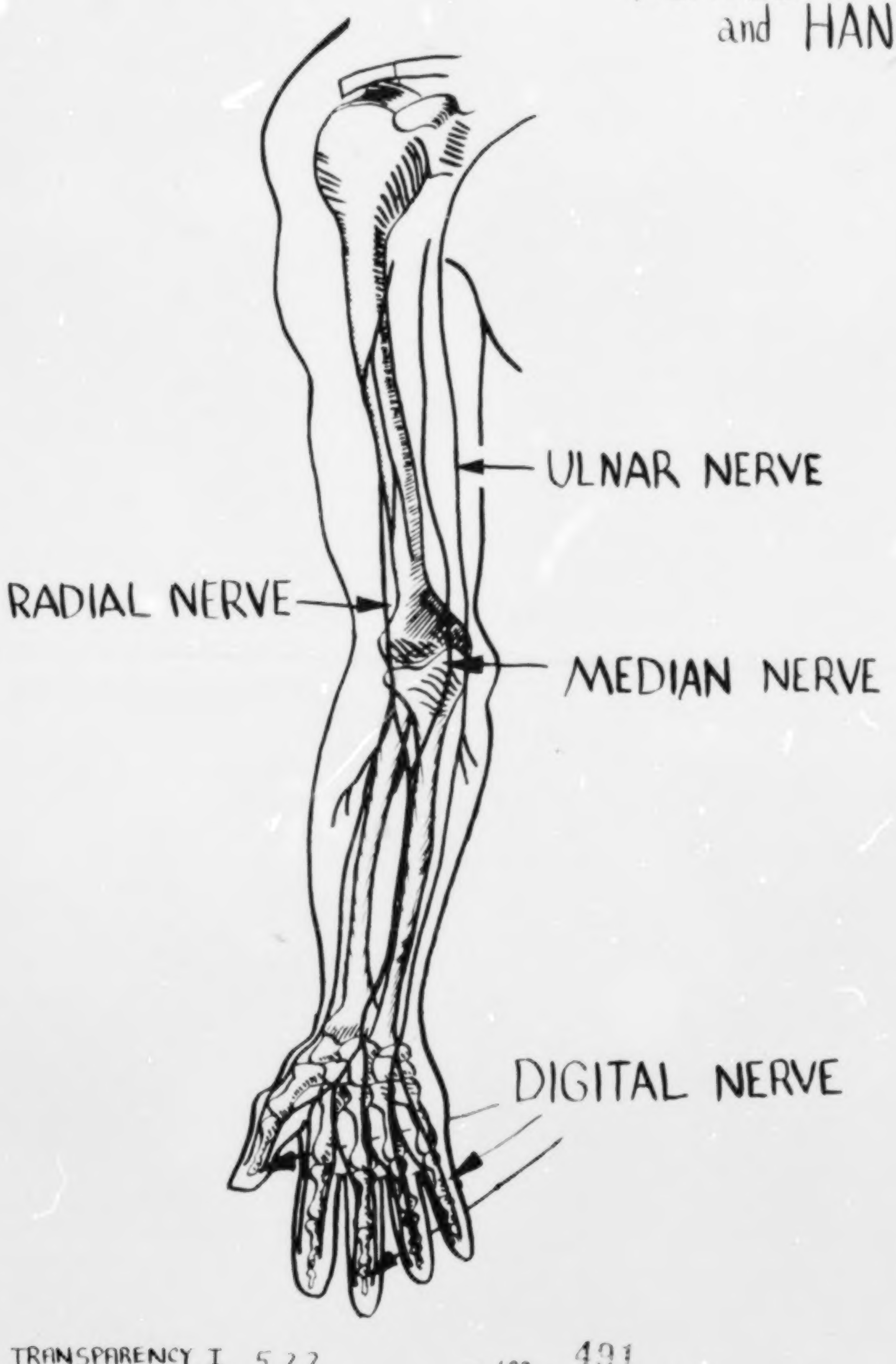
TRANSPARENCY I 5.2.1.B.

Bones of Hand


Carpal Bones
WRIST
Metacarpal Bones
HAND
Phalanges
Thumb
Little Finger
Ring Finger
Index Finger
Middle Finger

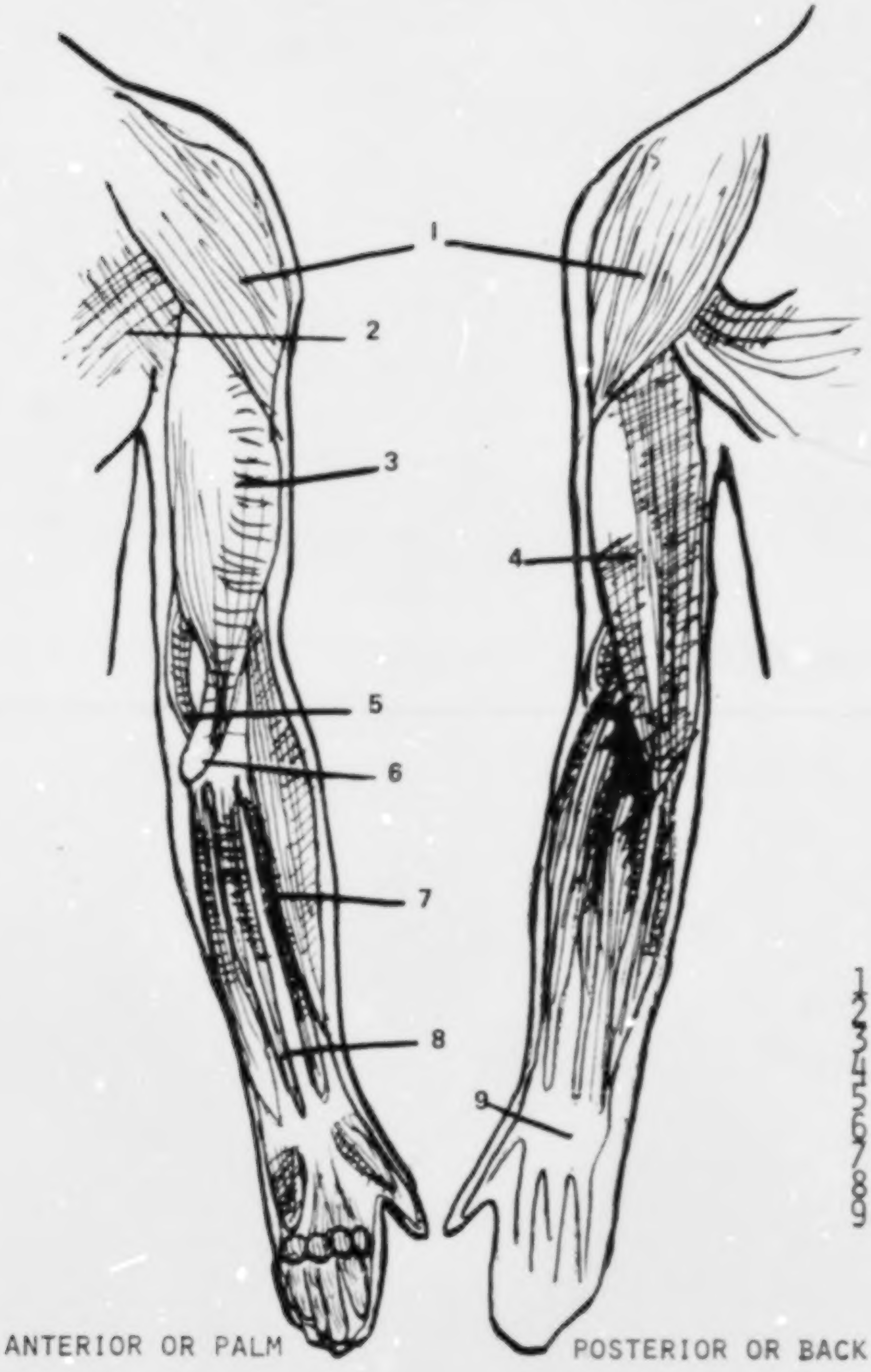
TRANSPARENCY I 5.2.1.C

NERVES of the ARM and HAND


ULNAR NERVE
RADIAL NERVE
MEDIAN NERVE
DIGITAL NERVE

TRANSPARENCY I 5.2.2

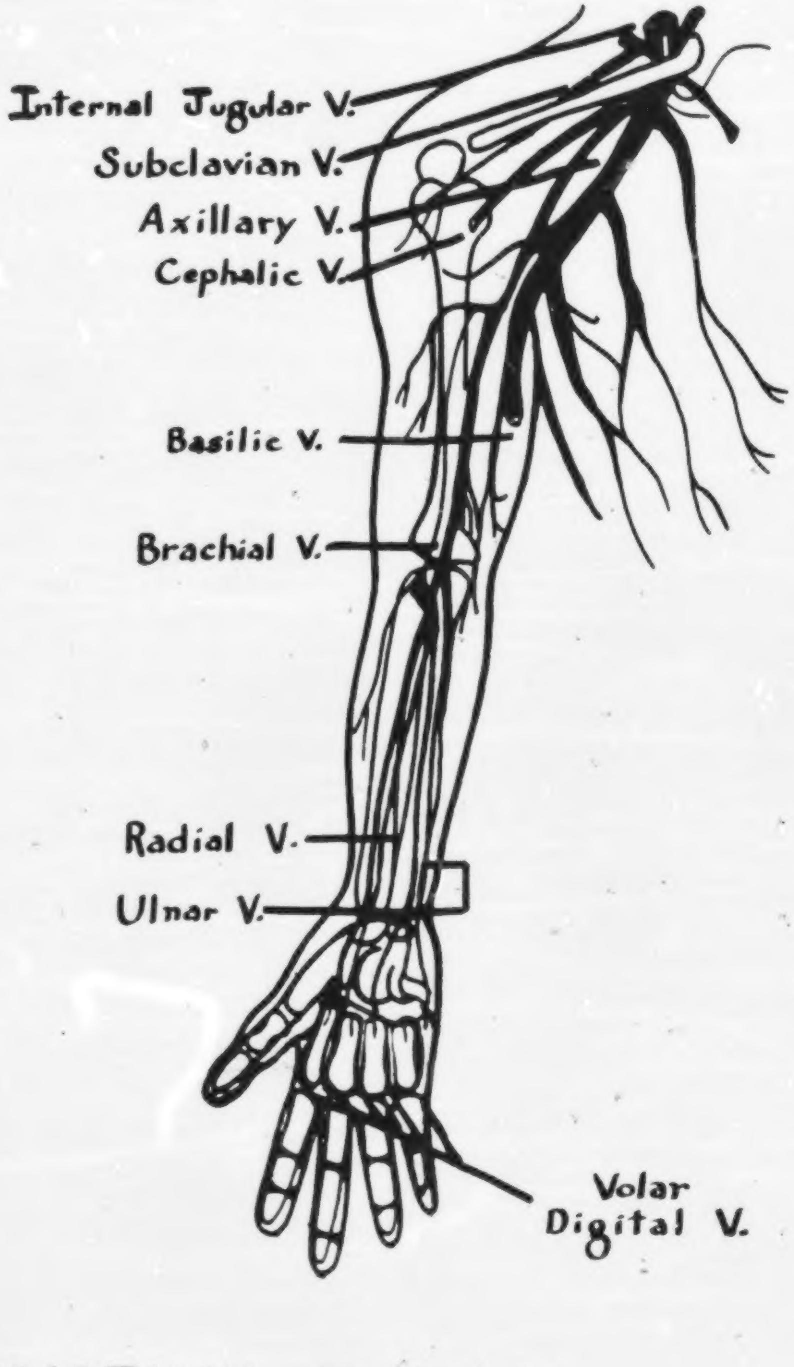
MUSCLES OF SHOULDERS, ARMS, & HANDS


1
2
3
4
5
6
7
8
9
ANTERIOR OR PALM
POSTERIOR OR BACK OF HAND

1. DELTOID
2. PECTORAL MAJOR
3. BICEPS
4. TRICEPS
5. PRONATOR
6. SUPINATOR
7. FLEXORS
8. EXTENSORS
9. CARPAL LIG.

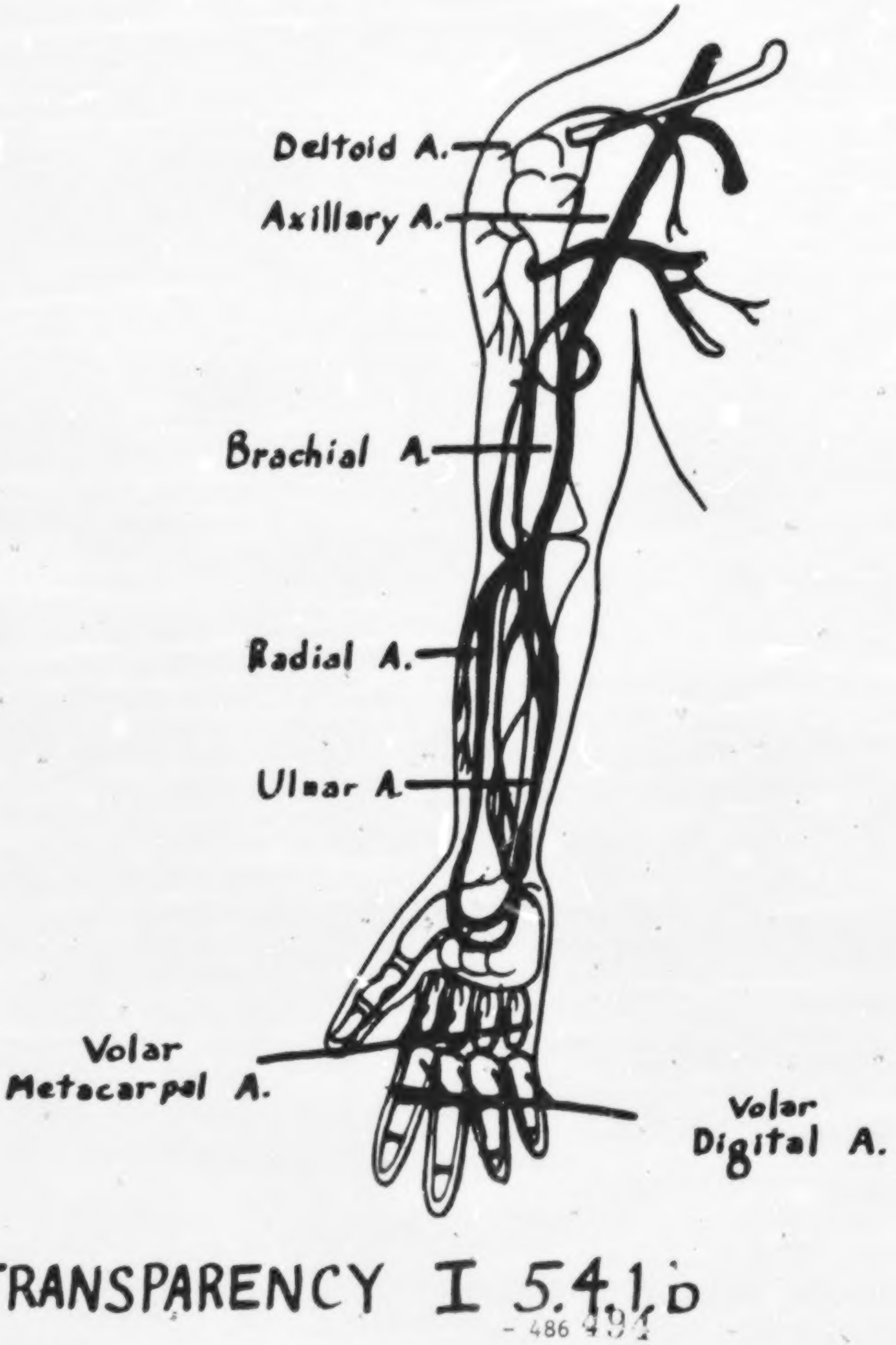
TRANSPARENCY I 5.3.1.

VEINS OF THE ARM & HAND


Internal Jugular V.
Subclavian V.
Axillary V.
Cephalic V.
Basilic V.
Brachial V.
Radial V.
Ulnar V.
Volar Digital V.

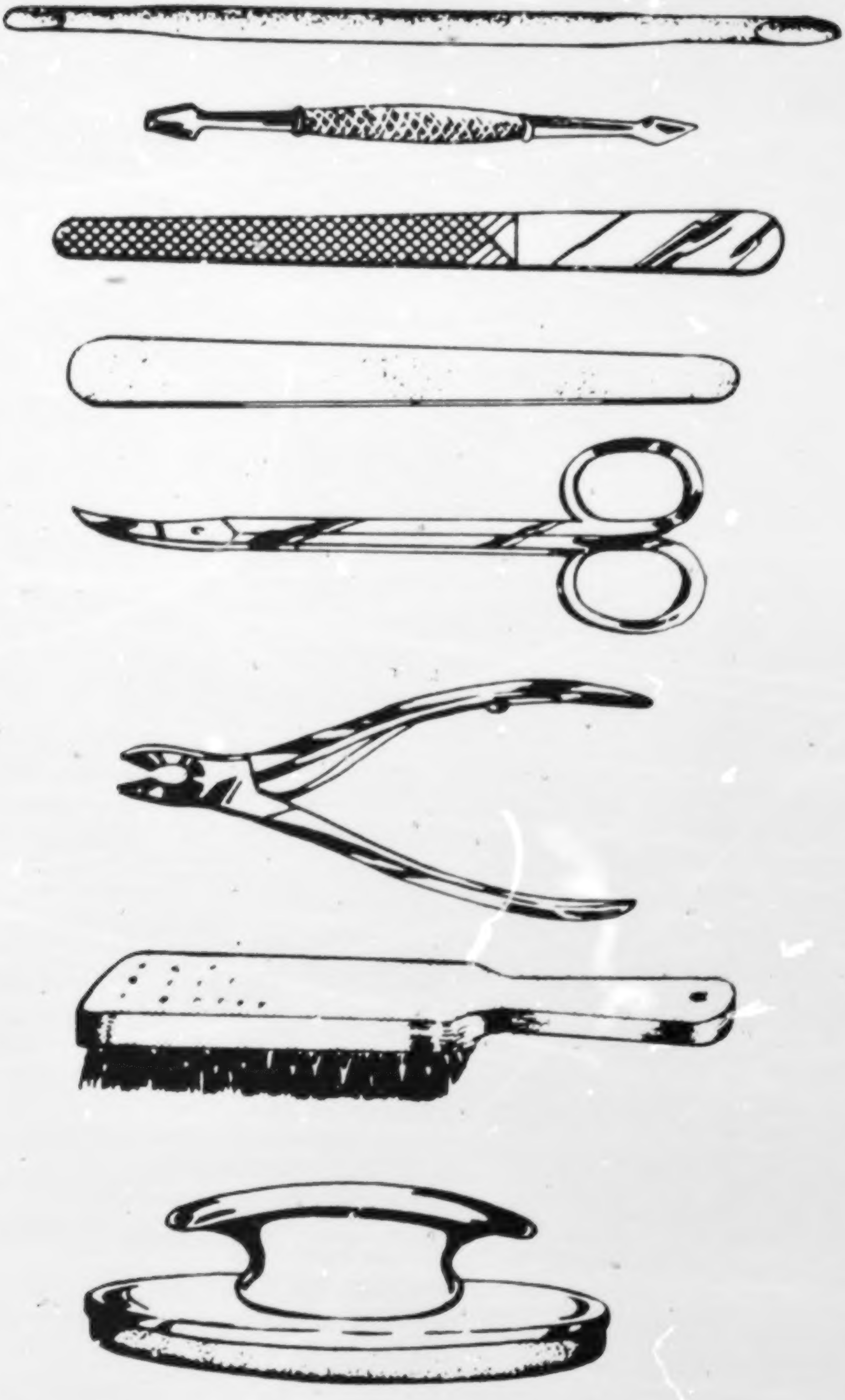
TRANSPARENCY I 5.4.1.a

ARTERIES OF THE ARM & HAND


Deltoid A.
Axillary A.
Brachial A.
Radial A.
Ulnar A.
Volar Metacarpal A.
Volar Digital A.

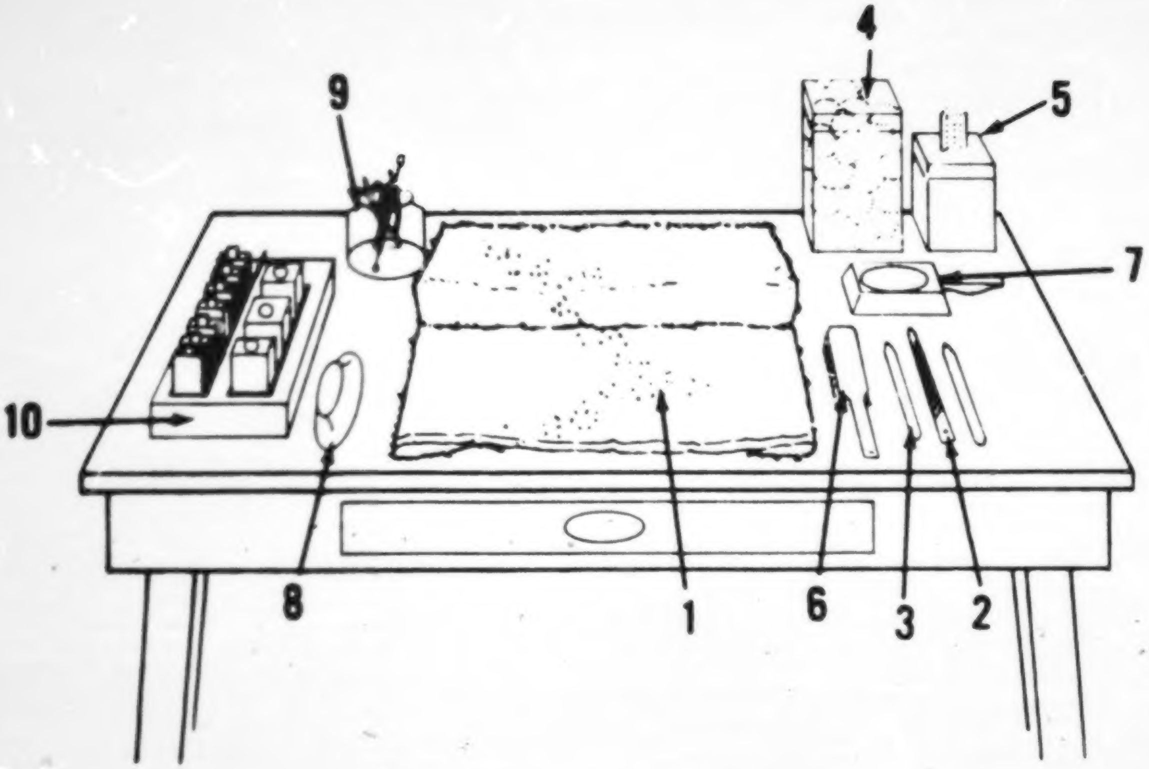
TRANSPARENCY I 5.4.1.D

MANICURING IMPLEMENTS



TRANSPARENCY I-5.5.1.a

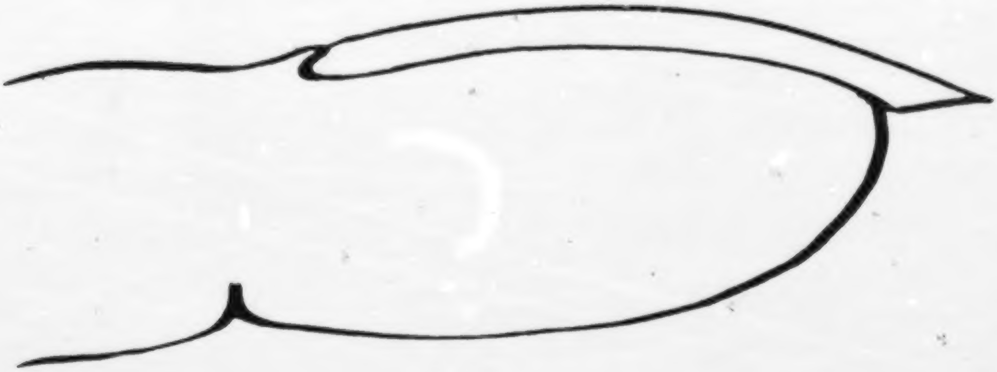
THE MANICURING TABLE



1. TOWEL-WRAPPED PILLOW
2. STEEL FILE
3. EMERY BOARD
4. COTTON CONTAINER
5. ALCOHOL
6. NYLON OR STIFF-BRISTLE BRUSH
7. FINGER BATH
8. BUFFER
9. WET SANITIZER CONTAINING MANICURE IMPLEMENTS
10. TRAY WITH NAIL COSMETICS

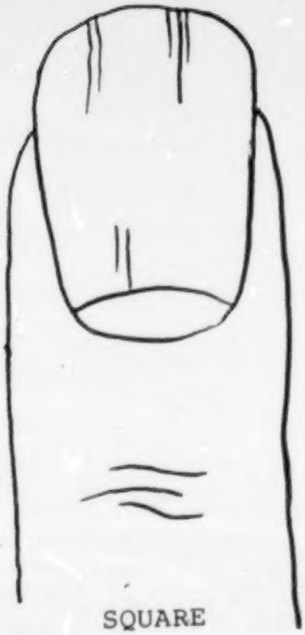
TRANSPARENCY I-5.5.1.b

THE BEVELED NAIL

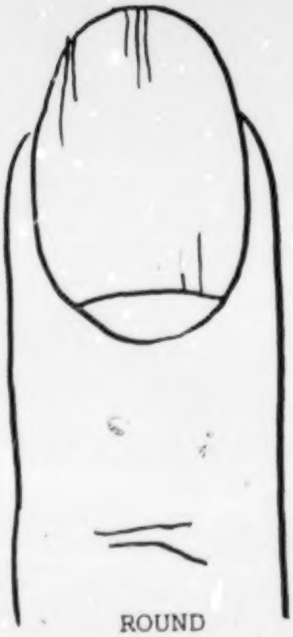


TRANSPARENCY I 5.5.2.a

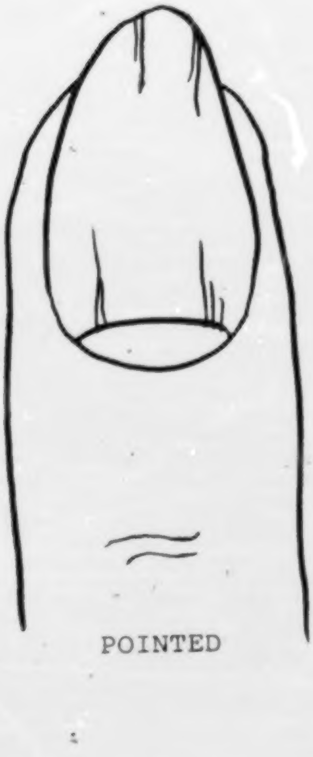
SHAPES OF NAILS



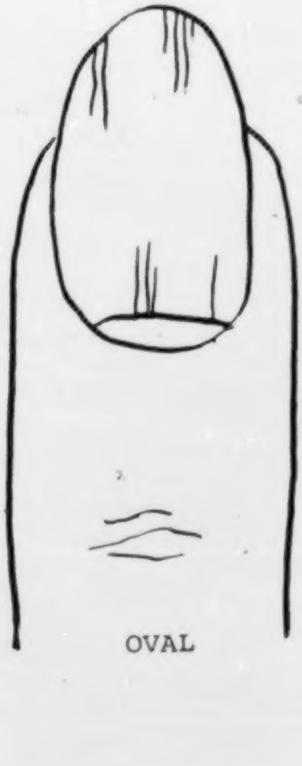
SQUARE



ROUND



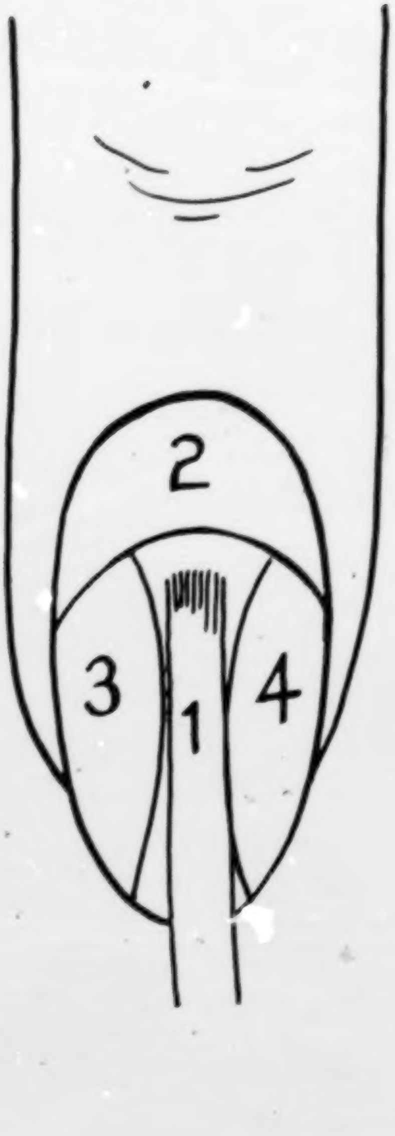
POINTED



OVAL

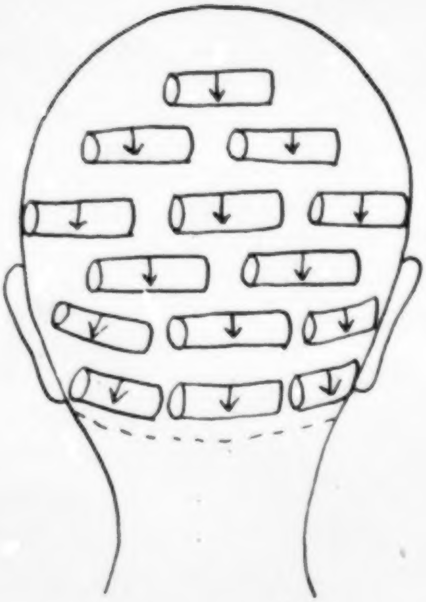
TRANSPARENCY I-5.5.2.b

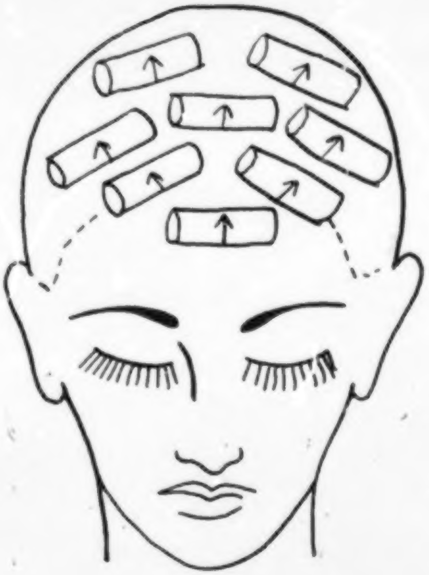
HOW TO POLISH THE NAILS

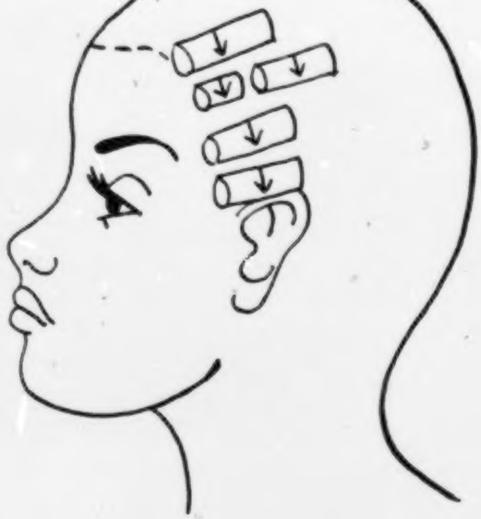


TRANSPARENCY I.5.5.4

STYLE I WITH AN IRON

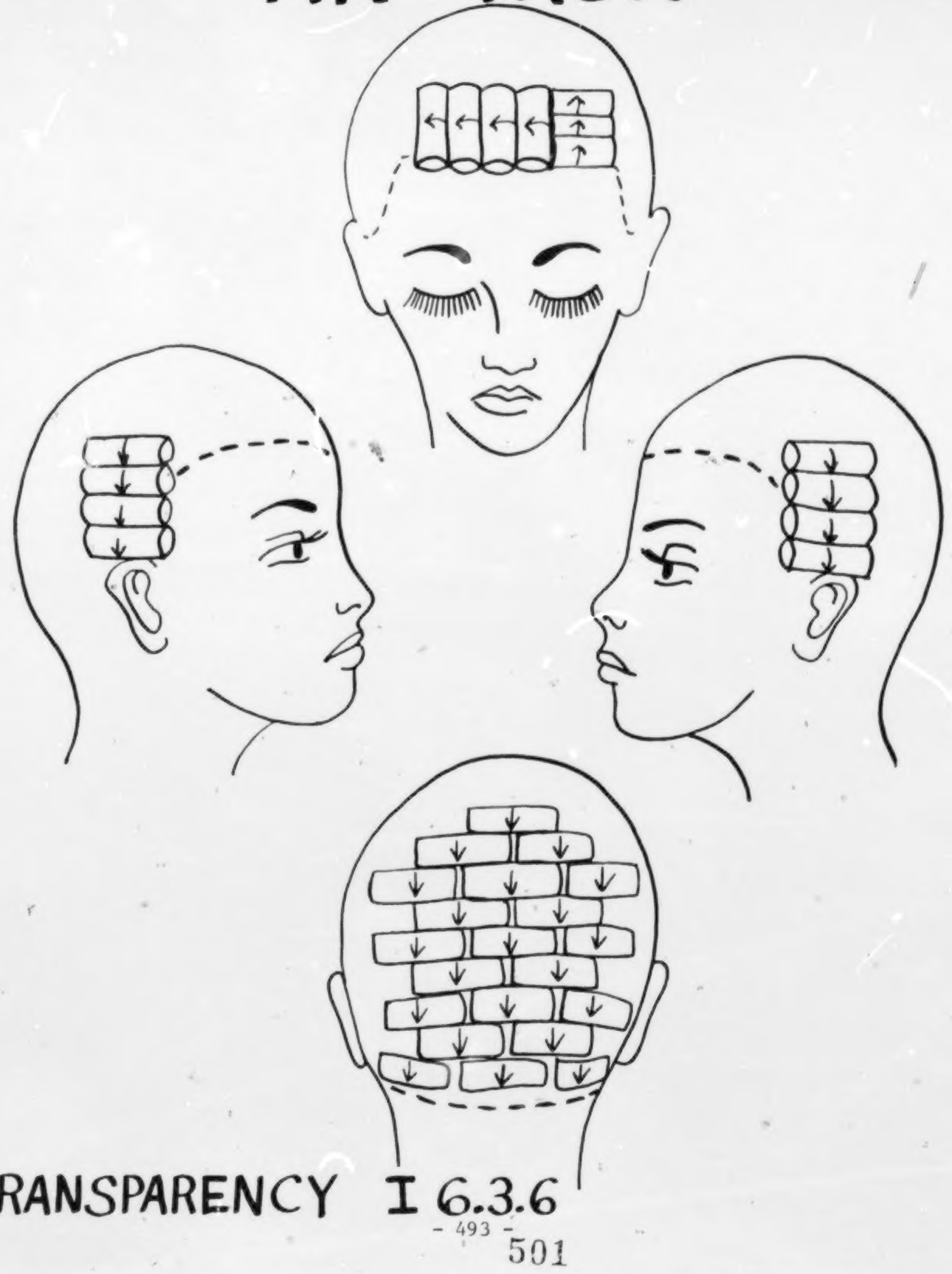






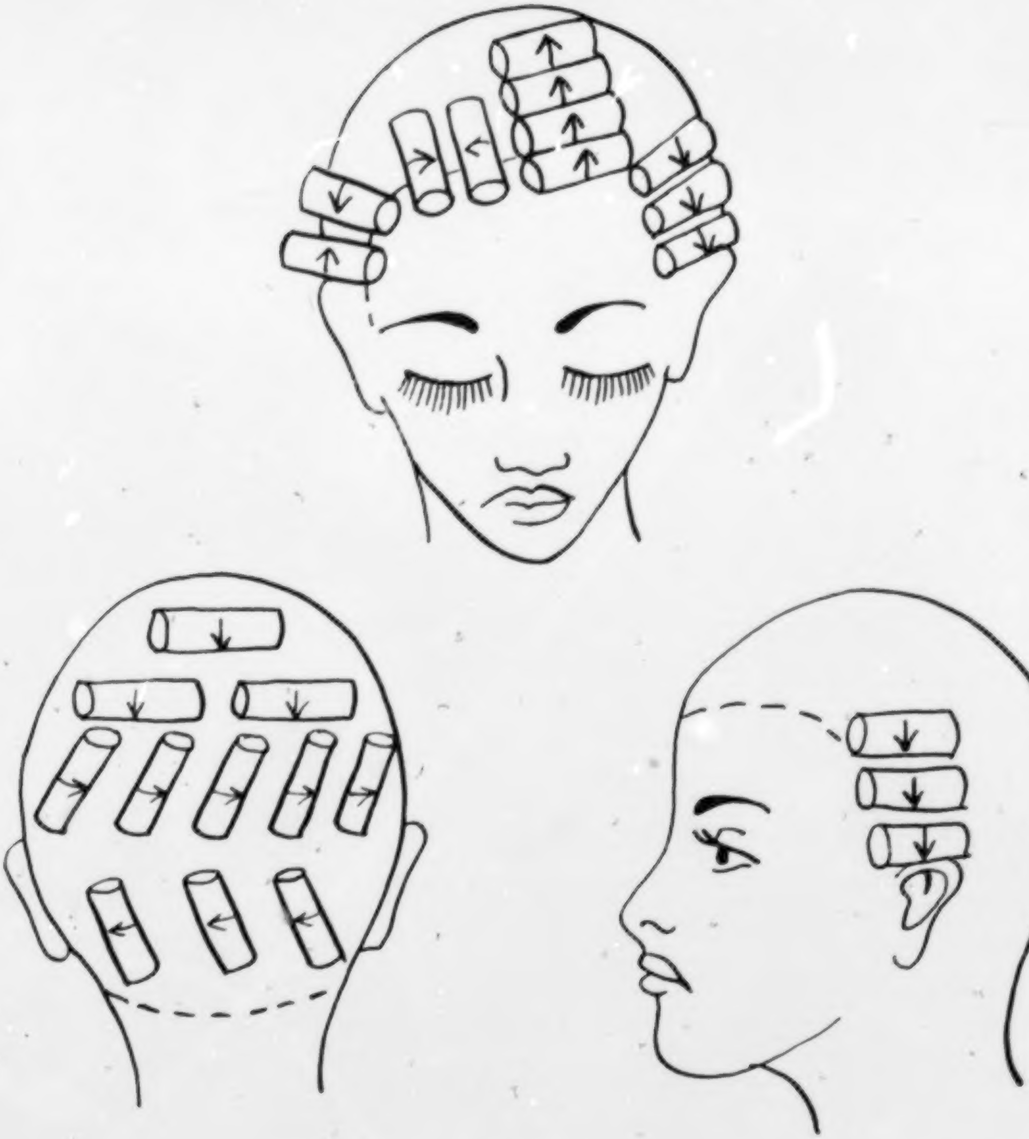
TRANSPARENCY I 6.3.5

STYLE II WITH AN IRON



TRANSPARENCY I 6.3.6

STYLE III WITH AN IRON



TRANSPARENCY I 6.3.7

EVALUATION AND RECORD SYSTEM

The record system presented in the next few pages has been designed to provide an immediate assessment as well as a cumulative account of grades, skill development, and training hours accrued over a four-semester, two-year period.

Student's Name *Jane Doe*

Date of entry *Sept. 5, 19--*

Junior Year	Daysx3=Hours	Extra Hours	Previous Month	+ Present Month	+Extra	=Total
September	*18x3=54*					*54*
October	*23x3=69*	*3*	*54*	*+ 69*	*+ 3*	*= 126*
November	*15x3=45*		*126*	*+ 45*		*= 171*
December	*13x3=39*		*171*	*+ 39*		*= 210*
January	*18x3=54*		*210*	*+ 54*		*= 264*
February	*17x3=51*		*264*	*+ 51*		*= 315*
March	*17x3=51*	*3*	*315*	*+ 51*	*+ 3*	*= 369*
April	*17x3=51*	*3*	*369*	*+ 51*	*+ 3*	*= 423*
May	*18x3=54*		*423*	*+ 54*		*= 477*
June	*13x3=39*		*477*	*+ 39*		*= 516*
			Year's Total			*516*
Senior Year						
September			*516*	*+*		
October						
November						
December						
January						
February						
March						
April						
May						
June						
			2-Year Total			

This is a sample record of the student's hours chart. It gives a running account of the student's accumulated hours. This chart is placed in the student's permanent record file in the Beauty Culture department.

"Extra hours" refers to extra sessions she may have attended when her high school was closed.

CLASS —

Grade Evaluations	THEORY	40%	LAB	40%	SEMESTER REPORT	10%	ATTITUDE	10%			
Student 1											
Student 2	*77.5*										
Student 3											
Student 4	*86.3*										
STUDENTS' NAMES											

This is a sample chart of grade evaluations.

Theory -- average of test grades

Lab -- derived from progress charts

Semester Report -- this item varies according to the semester. If not applicable, then Lab is valued at 50%.

Attitude -- encompasses personal grooming, tardiness, and general conduct.

CLASS —

Theory Grade
Tests

STUDENTS' NAMES	I-1.2.3--Hygiene & Good Grooming	I-2.1.3 Bacteriology							Quizzes	Total	Average
Student 1											
Student 2	*76*	*84*							*72*	*232*	*77.5*
Student 3											
Student 4	*86*	*84*							*89*	*259*	*86.3*

This is a sample chart used for test grades. The "Quizzes" grade on this chart is the total (if 10 quizzes are given) or the average times 10 if fewer are given.

I-1.2.3--Hygiene & Good Grooming
I-2.1.3 Bacteriology
Quizzes
Total
Average

CLASS —

10-Point Quizzes	I-4.1.1--Intro.to Hairstyling	I-5.1.1--Study of the Nail	I-2.1.1--Intro. to t Study of Bacteriolog								
Student 1											
Student 2	5	5	6	7	10	8	6	7	9	9	72
Student 3											
Student 4	8	10	9	10	8	7	10	9	10	8	89
STUDENTS' NAMES											
	I-4.1.1--Intro. to Hairstyling	I-5.1.1-- Study of the Nail	I-2.1.1--Intro. to the Study of Bacteriology								

This is a sample chart used to enter grades for quizzes given. Ten such grades may be entered on this chart, the total of which may be entered on Theory grade card, which in time will be used for final grade evaluation.

CLASS —

Personal Appearance

	(Date)										Total Grade
Student 1											
Student 2	8	7	5	9	8	9	7	10	9	10	82
Student 3											
Student 4	10	10	10	10	9	10	10	9	10	10	98

STUDENTS' NAMES

This is a sample chart used to mark personal appearance. This may be checked whenever the teacher feels the need to. The date is put in rather than the number of the day. The grade may be used as part of the total grade evaluation. The 10 points may be as follows:

1 point for --	Clean shoes
1 point for --	Clean uniform
1 point for --	Proper stockings or trousers
1 point for --	Proper length of uniform.
1 point for --	Appearance of hands
1 point for --	Appearance of hair
1 point for --	Appearance of makeup
1 point for --	Proper amount of jewelry
1 point for --	Name on properly
1 point for --	General appearance

CLASS –

Lab
Assignments –
Hairstyling

STUDENTS' NAMES

	Forward Maypole Curl	Reverse Maypole Curl	Maypole Curl Set I	Fingerwaving Back of Head	Set Using Finger waves & Curls	Fingerwaving Whole Head, Side Part	Forward Pin Curl	Forward Sculpture Curl	Reverse Sculpture Curl	Waves Done With Sculpture Curls	Tot
Student 1											
Student 2	6	5	8	3	8	7	8	9	10	5	69
Student 3											
Student 4											
	7	9	8	8	9	10	9	10	10	8	88

This is a sample chart used to show lab grades. Each performance is graded from 1 to 10, totaling a possible 100. The grade is penciled in, enabling the teacher to change it if the performance improves. This shows the student that continued effort toward improvement is rewarded with a better grade. Lab work is used in final grade evaluation.

Dates assigned